

# THE SCHOOL JOURNAL

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# THE SCHOOL JOURNAL

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## Living Green.\*

By ANNIE MATHESON.

It may be only cheap paradox to insist that the most enchanting things are the commonest; but, on the other hand, we cannot too often note the obvious truth that common things are amazingly beautiful, and that only the common-minded, the common-hearted, or the common-souled can miss their loveliness. Physical defect does not always maim the essential man. The blind and the deaf have often the poet's vision and the artist's rapture. But a vulgar sentimentalism, a mean or narrow self-regard, a hardness, supercilious or cruel, may be enough to make a prison of the world—a prison in which the colors are all dulled or the lights distorted. Yet no jailer, not even the warder that we make for ourselves of our own limitations, can at all moments wholly shut out the omnipresent grace and glory. The glow and splendor of the sunlight, so common, so vital—discriminating, rebuking, illuminating—the tender and magnificent harmonies of sunset, the mystic re-awakening of the dawn, the azure depths of the measureless encircling universe with all its countless constellations, and, looming large and silvery in the foreground of the sky, the little moon—our moon—so insignificant amid the mighty host, yet to all earth-born eyes so wondrous fair and calm, a symbol of conquered sorrow and ineffable longing—thousands of men and women there are who cannot speak of these things, but none, perhaps, who have not felt them. More homely in its exquisite and radiant comfort, more forgotten in its perennial accustomedness, is the cool, sweet, restful greenness of the trees and the meadows, the hedges, and the little blades of grass by the wayside.

Recollections of choral melody, among simple-hearted congregations, bring back a hymn which brimmed with elemental human feeling, and which has given us forever a perfect phrasing for that peaceful tranquillity of renewed youth and vigor, that tender, yet boundless fellowship, to which in this distracted world the eyes of the hurried and the fevered turn sometimes in their heavenward dreaming, for solace and for hope. Like Bunyan in his vision of the fields beyond the river, the old hymn-writer has used that familiar and undying imagery of our sacred books, and he has left us those two childlike, yet immortal lines:—

Sweet fields beyond the swelling flood  
Stand drest in living green.

Many dauntless spirits there are, pure and upright and noble, who, in their utter veracity, bounded by that defect of nature or education which can best be expressed as a lack of the religious sense, determinedly forego the vision as but a self-deluding mirage. What matter? Except, perhaps, that their lot is the more heroic, God having, maybe, laid His hand across their eyes for a little while, that, thru that very blindness, they may do some special work for Him, and enter with the fellowship of sons into His own sacrificial life. But for them, as for all of us, there are the fields of this life to sow or reap or garner, the daily little pleasures of intercourse that are the lot of the common herd in the midst of the heartbreak

\*This beautiful spring song appeared in the *London Journal of Education* some months since. For the teacher, its message has a particular meaning. Where shall we look for hope when courage fails? Where are the isles of the blessed? Where shall we go to find that happy land where the heart may drink in pure joy? Read the article and find your own answers in them.—EDITOR.

and the sorrow, the chance of adding to that never-ending joy of sympathy which depends on the untiring love and labor of this old homely earth, even as the shimmering verdure of one blade of grass may add to the greenness of a meadow.

Mere human fellowship—not even friendship or love—the sense of friendly kinship and good-will, how eternally reviving and peaceable it is! “They sat down by companies on the green grass,” says the old Book—“the green grass,” not a single blade, but millions, a whole field of light and rest and growth.

The dusky greenness of the inmost woodland, with its fragrant pines and dewy odors—that indeed has its own solemn charm. But a whole meadow, open to the sun and wind, green with that delicious greenness which is translucent and tranquillizing—that surely is what the old man saw when “‘a babbled o’ green fields.” Where is there fitter symbol of the multitudinous unobtrusive common life, that which, all unconsciously, gives the renewed courage and well-being which steal into our sordid hearts or frayed minds when, as we tramp the daily round, the well met courtesy of a stranger, the careful kindness of those on whom we have no recognized claim, the winning smile of a child, the glow of disciplined enthusiasm or noble thought upon some unknown face, awaken the sense of human kindred and undying brotherhood?

Roses and lilies are of the children of Eden and must not be demanded every day; but what would the world be without its green leaves and blades of grass? It is often hard to be gay, courageous, smiling, tender, in the midst of the coldness and noise of a bitter and a naughty world—to keep, like the common grasses, that delicate smoothness of surface that holds or reflects the light; yet there are those who achieve it manfully and womanfully, which, after all, is better for the rest of us than if it were merely angelically, God bless them! And, in the midst of all the special suffering which so often and so necessarily falls to the lot of the most beautiful and enduring natures, it is only the more significant that there is no sweetness like the sweetness of strength, no fortitude diviner than that of a self-vanquishing care for others.

The old Jewish teaching about the godliness of cheerfulness was profoundly true, and no Christianity is Christian that does not include and intensify it. Joy and beauty were of the Master's gifts to men (tho, rejoicing often in the midst of grief and privation and ugliness, His disciples also may be men of sorrows), and he who renounced the desire of the eyes and the kingdoms of the world, and laid down His earthly life in supreme agony, yet taught that a glory passing that of Solomon was to be the gift of God to man, for, “if God so clothe the grass of the field, which to-day is, and to-morrow is cast into the oven, shall He not much more clothe you, O ye of little faith”?

Here is a set of the blunders perpetrated in a spelling lesson, says the *Woman's Home Companion*. The pupils were required to write the definition of each, and illustrate its use in a sentence. The following was the result:

Vinculum—cord. The vinculum on the picture is red.  
Ferment—to work. The man went to ferment in the garden.

Mendacious—something which may be mended.

Parasite—the murder of an infant.



## An Examination.

[A Prize Story.]

By ARTHUR CHAMBERLAIN, Massachusetts.

It was nearly time for the quarterly examination in mathematics and the fourth grade knew it. The knowledge cast a chill over recess, made "secrets" uninteresting, and even took the glory from off Saturday afternoon picnics. Lillian Browne had shuddered to herself at the last one when she found that she was unconsciously calculating how many nine-tenths of the small pieces of fruit-cake would equal four-fifths of the sum of the larger pieces of "plain." Worse than that, she had propounded the problem aloud and had been sent to Coventry, temporarily, in consequence.

Martha Fallon had laughed at her, too, which was the crowning grievance;—no! Lillian decided that Martha had done worse than that. She had calmly counted the pieces, calculated their cubical contents, and announced the answer to the entire problem almost before the flutter had subsided. Martha was one of those monsters who liked mathematics.

Lillian had worked out the problem for herself afterwards with a trembling hope that Martha might have been wrong. It took her some time, and, when she had finished, she tore the paper into very small pieces and threw them into the waste-basket. Martha was right.

Well, *she* was right, too! If one might have as much time as one chose to take! But to know that there was just one hour—that seemed to numb every faculty. It did not matter that one forgot how the rules were worded, for the rules, themselves, were meaningless, anyway; only, when one had leisure, it was sometimes possible to remember enough of the principle to work out the problem with the aid of a little common sense. But, oh, when one could recall nothing—when one stared at the problem and had no glimpse of any possible solution, while the clock on the wall tick-tocked off the precious, scanty hour!

It was recess, and the fourth grade wandered about the school-yard without sufficient spirit to play hop-scotch or to toss their rubber balls from hand to hand in that curious, jerky fashion that won the jeers of the more adventurous boys who dared to peek over the fence.

"Do you suppose Miss Stocker will examine us to-morrow?" inquired Lillian, dolorously, catching the eye of Clara Whiting, who never pretended to have a perfect lesson, but contrived to shuffle along in her own fashion.

"Why, maybe," replied Clara, oblivious to mathematics in her enjoyment of a creamcake. "Might as well be to-morrow as any time, I suppose. Have a creamcake and stop worrying."

Lillian ate the creamcake uncomforted. After recess the class filed out for mathematics, feeling, for the most part, like martyrs going to their respective stakes.

Miss Stocker looked at the array of nervous, apprehensive faces, and sighed to herself. She dreaded the examination quite as much as did Lillian, but she, alas, could not afford to say so. Earlier in the year she had thought, rather hopefully, of a "raise" in her salary, but it had been intimated to her that the last examination did not show as much progress as had been expected. Her class must, of course, reach a certain standard by the end of the school year. The committee would deplore any change of *personnel* in the corps of teachers, but—

She had not dared to look, to think, beyond that "but." There had never been any influence behind her; she had gained her present position by sheer hard work, giving to her teaching her time, her strength, her unswerving attention, and all the brains that she possessed; she had never flattered herself that she was a brilliant teacher, but she knew that she was a faithful one.

It was nearly ten years ago that she had been graduated from the normal school. She remembered how proud her father had been.

"Not that my daughter *need* ever teach," he had said,

patronizingly, to those who congratulated her, "but, since she was determined on a career, I would not stand in her way."

That was before the Failure, however; there had never been but one Failure, with a capital F, for the Stockers, and, after five years of strenuous but unavailing effort, Mr. Stocker left this troublous world, faintly consoled by the fact that his daughter, Jane, could support the family.

Johnnie—now a sophomore at Yale—was in knickerbockers at her graduation; mother had been there, too; mother, who stayed at home now for the most part, needing the doctor frequently—which was expensive—and rather more attention than she had time to give. Perhaps that was why the last examination had not been up to the "standard."

A sudden hush recalled her wandering thoughts; she looked up and saw the principal in the doorway. He bowed gravely to her as he entered.

"Miss Stocker," he began, "I have a few words to say to your pupils." He turned to the class and his speech came ominously to their ears. "The examination in mathematics is appointed for Thursday. I trust that it will find you prepared. The average marking of the class for the past term is satisfactory, but the last examination in mathematics was, I regret to say, much below the average. I trust that you are not depending too much upon the amiable, but not always desirable, aid sometimes given in home instruction. To-day is Tuesday; let me advise those of you who are aware of special deficiencies to review your weak points in the meanwhile. Miss Stocker can advise you." He bowed himself out.

"The class is dismissed." It was all that she could trust herself to say. When at last the session was over and the pupils were gone, she sat awhile at her desk, thinking, thinking, thinking. Then she straightened herself up with a little shake, and when she finally locked the door behind her, it was with a defiant air, as of one whose colors were nailed to the mast.

She found her mother looking particularly sober. "John has written for more money, daughter." She handed Jane a letter; it read:

DEAR MOTHER:

NEW HAVEN, MARCH 8, 190--.

I am awfully sorry to bother you—only, really, it is Sis that I shall bother the most. But, somehow, club dues seem to come all in a bunch, so I am hard up, and you know that a fellow has to keep himself looking decent, anyway. Do you suppose you could manage to squeeze out twenty dollars? Some time I hope to pay it back—and a good deal more. Love to you and Sis,

Your affectionate son,

JOHN P. STOCKER.

"Why, yes, I guess we can manage it for Johnnie," "daughter" replied, calmly, her common sense coming to her aid. It was clearly of no use to complicate matters by worrying her mother ill, and, if the money went to Johnnie instead of going into a new jacket for Easter—well, she felt dully that just at present the clothes question was scarcely worth considering.

"Come, now, and have some supper," she went on with a carefully adjusted smile.

"But, Jane," went on her mother, and there was an anxious quiver in her voice, "they sent up from the bank to-day to say that they must raise the rate on the mortgage."

"How much?" demanded Jane, tersely, school teaching being excellent practice in self-control.

"I figured it up; I guess it will be about thirty dollars a year."

"Well, come and have some supper, anyway," said her daughter, briskly, unconscious that she herself deserved to rank in the noble army of living martyrs.

Just how she managed to sit thru that supper Jane never knew. She ate rather more than usual—if forcing food down the throat can be called eating—and managed to keep up such a lively conversation that her mother grew visibly more cheerful.

I *did* get kind of upset, Jane. I thought—you know, I am always thinking that—what we *would* do if you were to lose your place. Why, Jane!



For the dish with the milk toast in it had slipped out of a pair of young, shapely hands, and lay broken upon the floor.

"Never mind, mother, I can mop it up," said Jane, bending over it hastily. "No use crying for spilt milk, you know."

Yet, once securely in her room, her mother abed, and the inevitable lessons prepared, Miss Jane Stocker, assistant, cried until she fell asleep from sheer exhaustion—whether for spilt milk or not does not much matter.

Lillian Browne, happily, had not cried herself to sleep that night; her mother, being a wise woman, had decided, kindly, but firmly, that, since Lillian had done satisfactorily thruout the term, there was nothing to be gained, and probably much to be lost, by a short period of high-pressure cramming. Moreover, she had been daring enough to explain to her daughter that, however desirable it was to pass an examination, failure to do so did not wreck every prospect in life.

Thus it came about that Lillian went to her desk on the following morning fresh from eight hours of tranquil sleep.

When the hour for mathematics arrived Miss Stocker faced the class with a pleasant smile.

"I have thought," she said, with an air of taking the class into her confidence, "that the best thing that we can do to-day is to review the work of the term in class. The examples that I shall place on the blackboard will cover that work fairly, but I do not wish you to feel that you must try to do them all. You will take them one at a time, work them out without hurrying, and not mind how few you finish if you only apply yourselves faithfully. I shall give you credits to-day for diligence rather than for results."

Lillian drew a long breath of relief; it was almost a sigh. Miss Stocker heard it and her eyes dimmed a little as she smiled. Was an examination worth the nervous strain that it involved? Could it be, under such circumstances, a fair test?

As the hour went by Miss Stocker watched the class narrowly. It was clear that there was more concentration than usual, less looking at the clock, less rubbing of distracted foreheads, and rumpling of curls and braids—an examination in mathematics usually affected the fourth grade like a high wind. Even Lillian Browne, she noted, worked away tranquilly, but it was with some surprise that she saw her lean back in her seat before the hour was over, then calmly take "position."

"If you have finished the examples, Lillian, you may bring your work to me."

Lillian walked up to the desk and handed in her paper, while Miss Stocker marveled silently, being too wise to comment. The papers came straggling in, and she put them quietly aside; they were fairly well-filled; that was evident, even to a casual glance.

It was not until school was once more over, and she could take time to look at them carefully, that the full significance dawned upon her. For here was a set of examples that might well have stood for the examination itself, correctly worked out for the most part, and, at the

worst, there were not more than two omitted out of the number given. As an examination it was far, very far, above the average. She swept the papers together—it had been quick work to mark so excellent a set—and started off for Room 12, where the principal sat in lonely state.

Once in the awful Presence she briefly recounted the circumstances of the preliminary examination and showed its results.

"It covered the ground that the examination will cover," she remarked, tentatively, "and the only difference will be that the pupils will work under a certain amount of nervous strain that they were spared to-day." More than this she did not dare to offer; an assistant can scarcely, uninvited, instruct a principal as to the conduct of his examinations.

The principal tapped the table with his eyeglasses and looked thoughtful. "Well, why not?" he murmured, as if to himself. Then he turned to Jane: "I do not see, Miss Stocker, but what your pupils have practically taken the examination. They have taken it under perfectly fair conditions and in the ideal state of mind—fresh and without worry. I see nothing to be gained by going over it again, *pro forma*. Let me congratulate you upon the excellent showing of the class. Good-afternoon." And, as Jane took her leave in a manner wherein dignity had a hard struggle with delight, he leaned back and muttered to himself: "That girl has brains!"

The fourth grade broke thru all discipline and clapped when Miss Stocker announced that the dreaded examination was a thing of the past, and it must be admitted that the official rebuke was a mild one. Lillian Browne stared, open-mouthed, when her examination paper came back to her, marked, ninety per cent. "Is it ninety per cent. wrong?" she queried, feebly.

"No, dear," replied Miss Stocker, smiling at her; "ninety per cent. right."

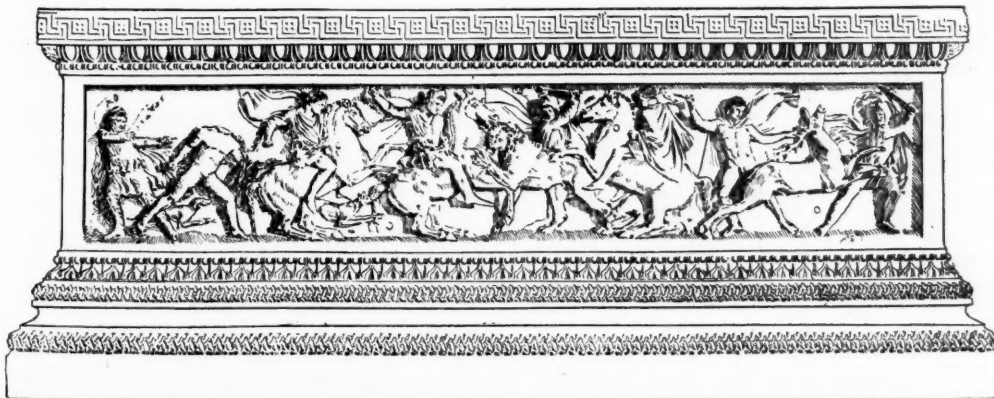
Only one pupil outranked her. Martha Fallon had 100 per cent. As for Clara Whiting, she shuffled thru in the seventies, as usual, and was well content.

"I do think," declared Lillian to Miss Stocker in a glad burst of unusual confidence, "that you are the loveliest teacher I ever knew."

"Thank you, dear, for telling me," replied Miss Stocker, graciously, but briefly; she could scarcely say to Lillian that it was easy to be "lovely" now, when she had just been given a "raise" and had been complimented by the chairman of the school committee upon her "excellent judgment."

"Well, I declare," ejaculated Mrs. Stocker when Jane told her briefly of her good fortune. "Why, we are going to come out all right, after all. Well, I always *knew* it was no use to worry." The latter speech she flung out with a challenging air, but Jane declined the proffered combat.

"Not a bit of use," she said, cheerfully, but meekly. There were certain details of her professional experience that Jane reserved absolutely for her own consideration.



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English.—Composition—Oral and written reproduction; model compositions studied and imitated; similar compositions from outlines; paragraphs and stanzas from memory or dictation; study of simple declarative sentences; rules for the use of capitals and marks of punctuation. Penmanship—Movement exercises, writing from copy. Reading—From readers and other books; the meaning of words; reading to the pupils; ethical lessons; use of library books. Spelling—Words from lessons of the grade. Memorizing—Prose and poetry.

Geography.—Western Hemisphere—North America and South America; location; bordering oceans; physical and life features; chief countries; peoples, industries, and products; Atlantic coast states; historical stories.

Nature Study.—Plants—Flowerless plants; cultivation of plants; elementary classification.

Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

Mathematics.—Oral and written—Notation and numeration, including decimals of three orders; counting; the four operations; multiplication tables; tables of weights and measures; reduction of fractions, of mixed numbers, and of integral denominate numbers; addition and subtraction; measurements and comparisons; problems.

\*Drawing and Constructive Work.—Freehand representation of objects; exercises illustrative of other branches of study; constructive work from drawings;

decorative design and its application; color; study of pictures and other works of art.

\*Sewing.—Decorative stitches applied to small garments; repairing garments.

Music.—Development of chromatic tones as they occur in songs and melodic exercises; continuation of the study of the nine ordinary keys with their signatures; the dotted quarter-note in two-part, three-part, and four-part measure; explanation of the meaning and use of all signs of expression and of phrasing as they occur; writing easy melodic phrases from hearing.

## Grade 5A.

English.—Composition—Oral and written reproduction, simple exercises in invention; model compositions studied and imitated, topical outlines, paragraphs and stanzas from memory or dictation; study of simple declarative sentences. Penmanship—Movement exercises, writing from copy. Reading—From readers and other books, the meaning of new words; ethical lessons; use of library books. Spelling—Words from lessons of the grade; rules for spelling. Memorizing—Prose and poetry.

Geography.—Eastern Hemisphere—Europe, Asia, and Africa; location, bordering waters, physical and life features, chief countries, peoples, industries, and products.

History.—Historical and biographical narratives; ethical lessons.

Nature Study.—Animals—Adaptation of animals to environment, elementary classification.

Physical Training and Hygiene.—Physical Training—Gymnastic exercises and games, and correct hygienic habits. Hygiene—Avoidance of dangers; first treatment of cuts, contusions, bruises, burns, scalds, and fainting; effect of alcohol and narcotics.

Mathematics.—Oral and Written—The four operations in common fractions; addition and subtraction of decimals; multiplication and division of decimals by integers; reductions; cancellation; tables of weights and measures, denominate numbers; measurements and comparisons; problems.

\*Drawing and Constructive Work.—Freehand representation of objects, simple composition; constructive work from drawings, decorative design and its application; color; study of pictures and other works of art.

\*Sewing.—Applied design; repairing garments.

Music.—Development of rhythm, including syncopations and subdivisions of the metrical unit into three parts (triplets), and four parts in various forms, writing of scales with their signatures, employing different rhythms; song interpretation.

## Grade 5B.

English.—Composition—Oral and written reproduction, exercises in invention; model compositions studied and imitated, topical outlines, paragraphs and stanzas from memory or dictation; study of simple sentences with compound parts, chief words distinguished. Penmanship—Movement exercises, writing from copy. Reading—From readers and other books, the meaning of new words; ethical lessons; use of library books. Spelling—Words from lessons of the grade; stems, prefixes, and suffixes. Memorizing—Prose and poetry.

Geography.—United States and other countries of North America, the United States in sections, Canada, Mexico, Central America, and the West Indies; location, surface, climate, resources, industries and occupations, products, commerce, chief cities, status of the peoples; New York and the city of New York.

History.—American History—Historical and biographical narratives; stories of New York under the Dutch and the English; historic places, buildings, and monuments in and about the city of New York; ethical lessons.



Nature Study.—Plants—Woody plants; industries dependent on forests; plants without wood; useful plant products; protection of trees in cities.

Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

Mathematics.—Oral and written—Common and decimal fractions and denominate numbers; reductions; the four operations; the per cent. equivalents of common and decimal fractions; percentage; measurements and comparisons; problems.

\*Drawing and Constructive work.—Freehand representation of objects; simple composition; constructive work from drawings; decorative design and its application. Color—Study of pictures and other works of art.

\*Sewing.—Drafting and sewing; cutting and making small garments.

Music.—Development of the minor scale; songs for two voice-parts; writing of easy melodies with words from hearing.

\*Note.—While girls are engaged in sewing, boys will receive instruction in constructive work.

#### Grade 6A.

English.—Composition—Oral and written reproduction, reports, descriptions and invention, model compositions studied and imitated, topical outlines, paragraphing. Grammar—Technical grammar with textbook, sentences classified, definitions of the parts of speech. Penmanship—Exercises to secure speed and legibility, business forms from copy. Reading—From readers and other books, ethical lessons, use of library books. Spelling—Selected words, stems, prefixes, and suffixes; use of dictionary. Memorizing—Prose and poetry.

Geography.—South America and Europe—Physical features, leading countries, location, surface, climate, resources, industries and occupations, products, commerce, chief cities, status of the peoples.

History and Civics.—American history—From 1492 to 1789, discoveries, settlements, and colonies, introduction of slavery, the French and Indian war and its results; the Revolutionary war, its causes, chief events, and results; ordinance of 1787, the adoption of the constitution, ethical lessons. Local history—New York in the struggle for independence, English occupation and evacuation.

Physical Training and Hygiene.—Physical training—Gymnastic exercises and games and correct hygienic habits. Hygiene—Board of health, protection against common and contagious diseases, effects of alcohol and narcotics.

Mathematics.—Oral and written—Percentage and its applications; simple interest; measurements; problems.

\*Drawing and Constructive Work.—Freehand representation of objects; memory or imaginative drawings; simple composition. Principles of constructive drawing; constructive work from patterns or working drawings; decorative design and its application. Color. Study of pictures and other works of art.

\*Sewing.—Drafting and sewing; estimating quantity of material; drafting to scale; applied design.

Music.—Sight singing in unison and in two voice-parts, also in three parts where possible, with voices classified if changing; chromatic tones approached by skips; writing of melodies with words from hearing, introducing chromatic tones by step-wise progressions.

#### Grade 6B.

English.—Composition—Oral and written reproduction of lessons of the grade, reports, descriptions, and inventions; model compositions studied and imitated, topical outlines, paragraphing. Grammar—subdivision, inflection, and syntax of the parts of speech; phrases classified; analysis and synthesis. Penmanship—Exercises to secure speed and legibility. Reading—From readers and other books, appreciative reading of selections from literature; ethical lessons; use of library books. Spelling—Selected words; stems, prefixes and

suffixes; use of dictionary. Memorizing—Prose and poetry.

Geography.—Asia, Africa, and Oceanica—physical features; leading countries; location, surface, climate, resources, industries and occupations, products, commerce, chief cities, status of the peoples.

History and Civics.—American history—From 1789 to the present time; the administrations, conflict over slavery, causes, chief events, and results of the war of 1812; the Mexican, the civil, and the Spanish war; territorial expansion, great inventions and discoveries and their results; ethical lessons. Local history—Growth and development of the city of New York.

Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

Mathematics.—Oral and Written—Simple interest; ratio and simple proportion; measurements; problems.

\*Drawing and Constructive Work.—Freehand representation of objects, principles of perspective, memory or imaginative drawings, simple composition; principles of construction drawing, constructive work from patterns or working drawings, decorative design and its application; color; study of pictures and other works of art.

\*Sewing.—Drafting and sewing, study of color harmony in connection with textiles, drafting to scale, garment making, applied design.

Music.—Study of diatonic intervals as such, the construction of the major scale, general review of all preceding work.

#### Grade 7A.

English.—Composition—Study of specimens of narration, description, exposition and familiar letters, selected from literature; similar compositions from topical outlines; reports on home reading; paragraphing; attention to clearness and accuracy. Grammar—Subdivision, inflection, and syntax of the parts of speech; phrases and clauses classified; analysis and synthesis. Reading—Appreciative reading of at least one masterpiece of prose and one of poetry; ethical lessons; use of library books. Spelling—Selected words; synonyms; use of dictionary. Memorizing—Prose and poetry, including extracts from the literature used for appreciative reading.

Geography.—Mathematical and physical geography—The solar system; relations of the sun, moon, and earth; motions of the earth; latitude and longitude; heat belts and wind belts; ocean movements; influence of climatic conditions and topographical features on plant and animal life, and on the characteristics and activities of the people. North America and Europe—Study of North America and Europe with reference to the physical features above mentioned.

History and Civics.—History—English history to 1603, with related European and American history; ethical lessons. Civics—Rise of representative government.

Elementary Science.—The general properties of matter; the mechanical powers.

Physical Training and Hygiene.—Physical training—Gymnastic exercises and games, and correct hygienic habits. Hygiene—Study of the body; skin and special senses; muscles; bones; digestion; respiration; circulation; clothing; general principles of physical training; development of strength; effects of alcohol and narcotics.

Mathematics.—Algebra—Problems involving equations of one unknown quantity; application of the equation to the solution of arithmetical problems; fundamental operations; factoring; fractions. Geometry—Constructive exercises; problems.

Drawing, Constructive Work, and Shop Work.—Freehand representation of objects; principles of perspective; memory or imaginative drawings; simple composition; construction drawing; principles of constructive design; ornament; decorative design and its application; color; study of pictures and other works of art. Shop Work (Boys)—Use and care of back-saw, plane, chisel, brace and bit; use of nails and screws; application of stains; making of simple useful articles from individual plans;



application of appropriate decorations. Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

† Sewing.—Drafting and making full-sized garments; applied design; use of patterns.

‡ Cooking.—The equipment and care of the kitchen; cooking of potatoes, cereals, fruits, quick breads, eggs and milk; cream soups and flour pastes.

Music.—Song in unison, two voice-part and three voice-part singing with classified voices; exercises in singing, using bass clef; writing of diatonic intervals from hearing; construction of the minor scale.

#### Grade 7B.

English.—Composition—Study of specimens of narration, description, and exposition, selected from literature; similar compositions from outlines; social and business correspondence; reports on home reading; attention to clearness and accuracy; application of the rules of syntax in the criticism and correction of compositions. Grammar—Systematic review; analysis and classification of sentences; functions of word, phrase and clause elements; subdivision, inflection and syntax of the parts of speech. Reading—Appreciative reading of at least one masterpiece of prose and one of poetry of at least 500 lines; ethical lessons; use of library books. Spelling—selected words; synonyms; use of dictionary. Memorizing—Prose and poetry, including extracts from the literature used for appreciative reading.

Geography.—Commercial Geography—The United States and its colonial possessions compared with other great commercial countries; location, surface, climate, resources; industries and occupations, products; commerce; chief cities; status of the peoples.

History and Civics.—History—English history from 1603, with related European and American history; ethical lessons. Civics—Comparison of the powers and duties of the king, cabinet, and parliament of Great Britain with those of the president, cabinet, and Congress of the United States.

Elementary Science.—The mechanics of liquids and gases; heat, its phenomena and uses.

Physical Training and Hygiene.—Gymnastic exercises and games and correct hygienic habits.

Mathematics.—Algebra—Factoring and fractions, equations of two unknown quantities, pure quadratics, ratio and proportion, arithmetical applications. Geometry—Constructive exercises; inventional exercises; problems.

Drawing, Constructive Work and Shop Work.—Free-hand representation of objects, principles of perspective, memory or imaginative drawings, simple composition; construction drawing, principles of constructive design; ornament, decorative design and its application; color; study of pictures and other works of art. Shop Work (Boys)—Use and care of rip and cross-cut saws; advanced exercises in nailing, sawing, planing, and chiseling; structure of woods employed—pine, tulip, etc.; exercises in joining and in making useful articles from individual plans, application of appropriate decorations. Or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

† Sewing.—Drafting and making full-sized garments, applied design, use of patterns.

‡ Cooking.—Making bread; cooking eggs, meat and vegetables; tea, coffee, cocoa, simple desserts; cooking for invalids; equipment and care of a dining room.

Music.—Study and writing of tonic, dominant and subdominant triads in major keys, sight singing of songs in unison, and in two-voice parts and three-voice parts with words.

#### Grade 8A.

English.—Composition—Study of single and related

† Note.—While girls are engaged in sewing, boys will receive instruction in constructive work.

‡ Note.—Advanced sewing will be pursued by girls in schools not provided with kitchens.

paragraphs of narration, description, and exposition, selected from literature; writing similar paragraphs from topics, compositions from outlines, reports on home reading; attention to clearness and accuracy. Grammar—Text-book used chiefly as a book of reference; analysis used to elucidate obscure or complex constructions, corrections of common errors thru the discovery of good usage and the application of the rules of grammar. Reading—Appreciative study of at least one masterpiece of prose and one of poetry of at least 1,000 lines; ethical lessons; use of library books. Spelling—Selected words, synonyms, use of dictionary. Memorizing—Prose and poetry, including extracts from the literature used for appreciative study.

‡ Electives.—French, German, Latin, or stenography.

History and Civics.—American history—From the earliest discoveries to the adoption of the constitution of the United States, with related European history; ethical lessons. Civics—Forms of colonial government, the articles of confederation, the constitution of the United States.

Elementary Science.—Sound, its phenomena; the ear. Light, its phenomena; the eye.

Physical Training and Hygiene.—Physical Training—Gymnastic exercises and games, and correct hygienic habits. Hygiene—Nervous system; brain, spinal cord, nerves and sympathetic nervous systems; special senses, organs and functions, and their care; formation of habits; effect of alcohol and narcotics.

Mathematics.—Integers, common and decimal fractions; underlying principles considered; short methods. Denominate numbers; measurements and comparisons. Percentage and interest; ratio and simple proportion; application of algebra and geometry to the solution of problems.

Drawing, Constructive Work, and Shop Work.—Free-hand representation of objects, memory or imaginative drawings, simple composition; construction drawing, construction design; ornament—decorative design and its application; color; study of pictures and other works of art. Shop Work (Boys)—Advanced exercises in chiseling and joinery; use of hand screws; causes of checking and warping; qualities of hard woods—oak, ash, etc.; making useful articles from individual plans; application of appropriate decoration; or, in schools in which shops are not provided, constructive work from patterns, working drawing, or designs.

\* Sewing.—Drafting and making garments; applied design.

\* Cooking.—Cooking of beef, mutton, poultry, fish, and shellfish; jellies, cakes, and ices; salads; canning fruits and vegetables; cooking for infants and invalids; table service and dining-room customs; fittings and care of the sick room.

Music.—Studying and writing of tones, dominant and subdominant triads in minor keys and of the diminished triads on the leading tone in major and minor, with its resolution; sight singing continued, special attention to changed voices.

#### Grade 8B.

English.—Composition—Study of specimen of narration; description and exposition; similar compositions written from outlines, reports on home reading, attention to clearness and accuracy. Grammar—Text-books in grammar used chiefly as books of reference; analysis and syntax. Reading—Appreciative study of at least one masterpiece of prose and one of poetry of at least 1,000 lines, attention to more familiar figures of speech, ethical lessons, use of library books. Spelling—Selected words, synonyms, use of dictionary. Memorizing—Prose and poetry, including extracts from the literature used for appreciative study.

‡ Electives.—French, German, Latin, or stenography.

History and Civics.—United States history—From the adoption of the constitution of the United States to the present time, with related European history; ethical les-

sons. Civics—Amendments to the constitution, governments of the state and of the city of New York.

Elementary Science.—Electricity and magnetism, simple applications; chemistry of combustion.

Physical Training and Hygiene.—Gymnastic exercises and games, and correct hygienic habits.

Mathematics.—Square root and its applications; mensuration and its applications; illustrative explanations governing business operations, accounts, and commercial paper; metric system, common units and their equivalents, reduction; application of algebra and geometry to the solution of problems.

Drawing, Constructive Work, and Shop Work.—Free-hand representation of objects, memory or imaginative drawings, simple composition; construction drawing; constructive design; ornament, decorative design and its application; color; study of pictures and other works of art. Shop Work (Boys)—Nature and application of mortise and dovetail joint; characteristics of common woods; the construction of useful articles from individual plans; application of appropriate decorations; communal exercises related to interests of school; or, in schools in which shops are not provided, constructive work from patterns, working drawings, or designs.

†Sewing.—Drafting and making garments; applied design.

†Cooking.—The preparation of simple breakfasts, luncheons, and dinners; comparative values of foods; dietaries; nursing; marketing; laundering; removal of stains; home sanitation.

Music.—Study and writing of triads on the second, third, and sixth degrees, and of the dominant chord of the seventh with its resolution; choral singing.

†NOTE.—Advanced sewing will be pursued by girls in schools not provided with kitchens.

†Electives.—The study to be pursued in any one school shall be determined by the board of superintendents. In no school shall more than one of these subjects be introduced unless at least thirty additional pupils of such school elect it. A different subject may be substituted for any one of the above at the discretion of the board of superintendents.

† Advanced sewing will be pursued by girls in schools not provided with kitchens.

## Popular Delusions.

According to the investigations of scientists, people, as a whole, preserve many delusions concerning animals. Some of the stories in the natural histories are now regarded only as fables. Some of the more interesting and more common delusions follow:

Beavers do not use their tails for trowels, nor carry the mud and stones upon their tails, but between the chin and forepaws.

The tadpole's tail does not drop off, but develops into a part of the body.

The fabled mermaid is probably a walrus with its head out of water; in this position it resembles a human being.

There is no truth in the statement that the Arab, when in want of water, kills his camel for the supply contained in its stomach. The accounts of camels going many days without water are greatly exaggerated. They may go three days, but not without suffering.

The jackal does not guide the lion to his prey; the swan's death-song is not the sweetest; the cat does not have nine lives; the bee does not die if deprived of its stinger; the spider is not an insect; the caterpillar is not a worm; the earthworm does not rain down, and a horse-hair will not turn into a snake.

The hoop snake, which is said to take the end of its tail in its mouth and roll over and over like a hoop, killing everything it touches with its venomous horns, is a fiction.

The name guinea pig is a sad misnomer, as the animal is in no way related to a pig, or to Guinea.

That which we call a grasshopper is really a species of locust. The true grasshopper is pale green, has thin wings, and resembles the katydid.

## Summer Travel for Teachers.

### Hotels and Boarding-Places Abroad.

(Continued from last week.)

The hotels and boarding-places, of which the addresses are given below, are recommended by the Teachers' Guild of England. They are neat and comfortable, and most of them, as will be readily seen, are comparatively inexpensive. Prices are for board by the week, unless otherwise indicated.

#### Greece.

Athens, Hôtel d'Angleterre, Hermes street.  
Corfu: Grand Hôtel d'Angleterre et Belle Venise.

#### Holland.

Arnhem: Hotel d' Engel.  
Amsterdam: American Hotel.  
Haarlem: The Misses Fleumer, 21, Zijlweg.  
The Hague: Hotel Twee Steden.  
Utrecht: Hotel Belle Vue.

#### Italy.

Amalfi: Hôtel Luna.  
Assisi: Hôtel Subasio.  
Capri: Hôtel Pagano.  
Como: Hôtel Métropole et Suisse.  
Ferrara: Hôtel Stella d'Oro.  
Florence: Pension, Rochat, 16, Via dei Fossi.  
Genoa: Hôtel Pension Smith.  
Leghorn: Hôtel du Nord.  
Milan: Hotel Nord.  
Naples: Mrs. Baker, Via Caracciolo, 10.  
Padua: Hôtel Croce d'Oro.  
Pisa: Hôtel Victoria.  
Pompeii: Hotel Diomède.  
San Remo: Pensione Morandi.  
Siena: Pensione Masini, 12, Via Cavour.  
Turin: Hôtel Suisse.  
Venice: Hôtel Milan.  
Verona: Hôtel Colomba d'Oro.

#### Sicily.

Palermo: Hôtel de France.

#### Switzerland.

Grindelwald: Hôtel Bär.  
Interlaken: Hôtel Bellevue.  
Geneva: Pension Picard, Mdle. Ryter, Place de la Métropole.  
Aldorf: Hôtel Schwarzer Löwe.  
Lucerne: Pension Faller.  
Neuchâtel: Belle Vue Hôtel.  
St. Gothard: Hôtel St. Gotthardo.  
Zürich: Bernerhof.

#### Austria-Hungary.

Baden, Austria: Hotel Schwarzer Bock.  
Vienna, Austria: Pension Pohl, Rathhaus Strasse, 20.  
Karlsbad, Bohemia: Erzherzog Karl, Kirchengasse.  
Prague, Bohemia: Englischerhof.  
Budapest, Hungary: Hotel Jägerhorn.  
Trieste, Istria: Hotel Delorme, Via al Teatro.  
Salzburg, Salzburg: Hotel Pitter.  
Bregenz, Tyrol: Hotel Krone.  
Innsbruck, Tyrol: Hotel Goldene Sonne.

This concludes the list. Last week THE SCHOOL JOURNAL gave the addresses of Hotels and Boarding-Places in Scotland, Denmark, France, Germany, and Belgium; in the number for May 30 those of England, Wales, and Ireland.

A recent arrival in the United States was Sao Kee Alfred Sze, Chinese commissioner of education, who is on his way to Washington with eight young Chinese boys to be educated in this country.

A bill is before the house of commons of Canada, which proposes to change the name of Hudson bay to the Canadian sea. The reason assigned for the change is to preserve the control of the bay by removing any idea that it is not inland water over which Canada would naturally have jurisdiction. It is almost surrounded by Canadian territory. Hudson strait is to retain its name.

## The Convention City of 1903.

*By Frederick W. Coburn.*

### Museums of Boston.

Wearing as is the task of doing museums you can hardly escape it in Boston. And probably you will not want to, for wearisome as it is, there is no question about its being a profitable thing to do. Certainly while you are staying in a city that contains the finest art museum in the United States, the only Germanic and Semitic museums, the best natural history museum, one of the best ethnological museums, and several lesser institutions of excellence, the visitor makes a mistake if he does not at least make a survey of the wealth thus offered. Nowhere else in this country, not even in New York or Chicago, will you discover so much that is unique. Most people have not.

#### The Art Museum.

Quite probably—to begin with what is undoubtedly going to be one of the first objects of your quest since it lies so near the National Educational Association headquarters in Copley hall—you never before realized the high standing of the Boston Museum of Fine Arts. But after you have spent a little time in study of its treasures you can hardly fail to come to understand that, though housed in a smaller building than the Metropolitan, in New York, or the Art Institute, in Chicago, it is in present resources richer than either. This superlative is worth while insisting upon because the present cramped quarters of the Boston Art museum—which are happily to be changed very shortly for a more commodious site in the Fenway—tend somewhat to obscure in the eyes of the casual visitor the immense value of its collections.

Within this museum are groups of objects that can never be duplicated on the Western continent; and—what makes the Boston museum especially interesting—the notably strong collections are nearly all in line with the most advanced thought in regard to art matters. By this I mean specifically that the Boston museum is much more than a mere picture gallery; that it is really a museum of the fine arts in their entirety. You may, for instance, look at better Alma Tademas elsewhere, but not at better examples of Oriental textiles.

Probably the exhibit at the Boston Art museum which gives best proof of its progressiveness is the celebrated Japanese collection, undoubtedly its best-known feature. American art is just now turning from the literalness of European methods to the decorativeness of the Oriental arts, and in this movement Boston has been a leader. Indeed, almost everybody knows now that the Puritan capital, seemingly so opposed by situation and tradition to everything Oriental, has been the gateway thru which many of the influences of Japanese civilization have entered into the life of this continent, and that the museum's gathering of potteries, paintings, bronzes, lacquers, woodcarvings, and textiles is unique and past duplication. And not only has this collection, thru the efforts of distinguished scholars, become the most complete to be found anywhere, but it is still growing rapidly thru regular accessions of rare treasures.

The pottery department deserves your particular attention. It was begun many years ago by Prof. Edward S. Morse, of Salem, with whose delightful books on Japan you may be familiar, and it is now said to be not only the largest collection in the world, in the number of wares and marks represented, but to be larger than all the other extant collections of Japanese pottery put together. The catalog of these treasures, written a short time ago by Professor Morse, is already one of the classics among American art publications, as are most of the Boston museum departmental catalogs. In view of the importance Japanese art is assuming in the work of the schools, and especially in consideration of the influence Dr. Ross and Mr. Dow have had upon the Prang and other systems of art education it will probably be worth

the while of visiting teachers to spend a few hours in serious study, not mere sightseeing, in the museum's Japanese department. Then, too, certain historical interest will attach to this study because, during convention week, the fiftieth anniversary will occur of the opening of Japan by Commodore Perry's fleet.

But of course there are numerous other departments in this museum that deserve particular mention. Such—to emphasize one or two—is the department of Greek sculpture which, under the direction of Mr. Edward Robinson, who was recently chosen director, has become the most important depository of classical art in this country. Then there is the strong Egyptian collection, constantly being added to, in which you will note possibly as one of the most entertaining features that unique gathering of scarabaei, or sacred beetles, and will perhaps linger in front of the scepter of Mena, the earliest of the Egyptian kings. A very wonderful collection—in many ways the most wonderful in the museum—is that of the textiles, a great part of which were given or loaned by Dr. Denman Ross, and which present a most bewitching array of fabrics of every age and country; the value of these in a textile-making community like New England can be easily apprehended. Another strong department is the print collection, a monument to the late S. W. Koehler, whose enthusiasm made it undeniably the best of its kind in America.

I have said that the Boston Art museum is not a mere picture gallery as some museums are. Its department of pictorial art is, however, one of its strong attractions. In it you will discover a number of your old favorites, ancient and modern; some possessed by the museum these many years, others very recently acquired. In especial, you will be glad to greet newly-added pictures by Velasquez, Rembrandt, Van Dyke, and Goya; by Thayer, Brush, Tarbell, and other modern American masters. If space allowed it would be necessary here to refer at length to the treasures of early American art, Allston and Copley being strongly represented; of the artists of the Barbizon school, of the admirable examples of modern impressionism. The main point, however, to note about the collection of pictures is that it is thoroughly worthy as well as large; that it has suffered less than most museums thru accepting unworthy examples left it by enthusiastic but injudicious well-wishers.

As perhaps the greatest pictorial attraction of all you will witness this summer at the art museum is an exhibition of recent work by John S. Sargent, probably the greatest of modern portrait painters. To see this is worth the trip from Denver to Boston.

#### Museums at Harvard.

After visiting the art museum, you should certainly take in the museums of Harvard university, which are singularly imposing and important. Here as a first step you will drop into the little Fogg Museum of Art which in certain directions complements the Boston institution, having an admirable collection of casts, some striking copies from old masters together with a few originals, a lot of Turners original and copied, as well as other objects that remind one of the devotion of the Harvard fine arts department to the dicta of the late John Ruskin. But this museum, excellent tho it is as an academic proposition will probably prove less amusing to you than the Germanic museum just across the way, in the odd old building that was once the college gymnasium; and the group of three important museums a few steps down Divinity avenue.

The Germanic museum easily takes rank as one of the most noteworthy educational developments of recent years at Harvard, not merely for what it is, but as an example of the sort of ethnic museum that seems destined to become increasingly useful in the conduct of great universities. To an extent it has been modeled



after the celebrated "Germanisches Museum" in Nuremberg, but it has been especially adapted to the needs of an American university in which hundreds of young men study, not merely the German language, but German civilization. In it you will find models, either photographic or in plaster, of typical works that illustrate Germanic life and character from the earliest times down to the present day—from the Viking boat and the Anglo-Saxon hall to the national monument on the Niederwald.

Undoubtedly the two great features of this Germanic museum are the gifts made to it by the Kaiser, the result of the efforts of Prof. Kuno Francke, of Harvard, who spent a year in Germany in behalf of the museum, and the gifts of the Swiss Federal council which has contributed a collection of casts illustrating the progress of Germanic art in Switzerland. Among other things you will pause in front of a copy of the great equestrian statue on the Elector's bridge in Berlin, of the famous bronze doors of the Cathedral of Hildesheim, of a portal from the Church of Our Lady at Treves, and of beautiful figures from the cathedrals at Strassburg and Ulm and many others. In their present building these big objects—for many of them are of vast size—do not get their proper display. But as it is the object of the Germanic Association at Harvard to raise funds for a new building, the existing arrangements are to be regarded as only temporary.

On Divinity avenue stands the new Semitic museum, given to the university by Mr. Jacob H. Schiff, of New York—a museum that illustrates the life and thought of the Semitic peoples, ancient and modern, including the Babylonian-Assyrian, the Arabian, the Phoenician, the Moabite, the Ethiopian, the Syrian; with the Hebrew-Palestinian, so-called, as the nucleus and central feature of the whole ethnic group.

This collection is practically unique. That is to say, there are several oriental museums which have Semitic departments and there are several strictly Biblical museums, but this is the only distinctly Semitic museum in the world. It was begun in 1899 thru a gift of \$10,000 from Mr. Schiff, who had recently been appointed one of a committee to report on the condition of the Harvard Semitic department. Other gifts followed, and, in 1899, Mr. Schiff offered \$25,000 for a special building if as much more would be raised by others. About \$20,000 had already been gathered for this purpose when Mr. Schiff suddenly announced that he was willing to contribute the entire amount of \$50,000 if the other donors would apply their contributions to increasing the collections. His proposition was of course accepted and thru this generosity the entire museum was put upon a very secure foundation. The new building was designed by Mr. A. W. Longfellow, nephew of the well-known poet, and is three stories in height, with commodious lecture-rooms and a library for the Semitic department of the university on the ground floor, and with exhibition halls on the second and third floors.

Across the way from the Semitic museum is the Peabody Museum of American Archeology and Ethnology, not a new story in itself, for it has long been one of the familiar institutions of the greater Boston, but always full of new and startling objects that are continually being brought in from Central America and other regions where important archeological explorations are going on. As an instance of the kind of fascinating things that are always coming to light here, while you are in this museum ask to see a copy of the Codex Nuttall, a page of which will be given here next week—an exact reproduction lately published of one of the best preserved Mexican manuscripts in existence. This is the tenth Mexican record of the kind that has been discovered and it is the only one that has been reproduced under the auspices of American scholarship. Again, among acquisitions lately made, you will see a typically amusing collection of very ancient antiquities, made originally by a lady who spent some years in Mexico shortly after the fall of Maximilian. This contains about a score or more

of primitive and roughly sculptured "idols," as they are commonly called, tho expert opinion tends to the view that they are actually putative images of real persons. Something of the significance of this addition to the Cambridge museum may be judged from the fact that many of the ordinary Aztec and Toltec relics are quite modern in comparison, and that even the older civilizations, buried beneath the forests of Honduras and Yucatan, were much younger than most of these specimens here brought together. The Peabody museum, as a whole, is certainly one of the most fascinating treasure houses about Boston.

Then, finally, you have to visit the big Museum of Comparative Zoology, popularly known as the Agassiz museum, of which the distinguished English naturalist, Dr. Alfred Wallace, says in his "Studies, Scientific and Social," "The Harvard museum is far in advance of ours as an educational institution, either as regards the general public, the private student, or the specialist." This museum is, indeed, the noblest monument to the breadth and originality of its founder, Louis Agassiz, and to the



Typical Statue from the Great Hieroglyphic Stairway.

From a drawing by Mr. George B. Gordon, in charge of the Peabody Museum Expeditions to the Ancient Mayan City of Copan.

unceasing generosity of his son, Dr. Alexander Agassiz, by whom, for many years, it has been in large part sustained. It comprises a singularly perfect zoological library, well-equipped laboratories, vast and steadily increasing collections of dried and alcoholic specimens, covering the whole range of the animal kingdom, for the use of students, and a series of public exhibition rooms. Probably the best way to do these exhibition rooms is with Dr. Wallace's book in hand, for he explains so clearly and so entertainingly the key to the arrangement that even one who saunters thru can hardly fail to understand. Speaking generally of the manner in which the collections have been displayed Dr. Wallace says: "It is a remarkable thing that so instructive and interesting a mode of arranging a museum, and one so eminently calculated to impress and educate the general public, has never been adopted in any of the great museums of Europe, in all of which ample materials exist for the purpose." An institution that has, to such an extent, excited the admiration of one of the greatest of living scientists, is certainly worthy the attention of every practical educator.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JUNE 13, 1903.

Under the direction of Prin. Myron T. Scudder, the seventh grade children of the New Paltz (N. Y.) State Normal school this spring ran an incubator in the school pump-house. They hatched about seventy chickens, placed them in an in-door brooder for six days in the primary chapel, with a wire net yard for the chickens to run and scratch in, and now they have them in an out-of-door brooder on the campus. The chicken-raising has proved the most attractive and most "humanizing" bit of nature study ever tried in the school. In the carpenter shop the boys are now building a colony house for these chicks—up-to-date in every particular—as well as other accessories to chicken-raising. The work has been correlated in other ways with the school program.

Scudder is a man worth watching. He is making splendid efforts to help on in his institution the practical solution of the social and industrial problems which the present age has pointed out to the schools. New Paltz has become a first-class experiment station for the newer ideas in pedagogic sociology.

Supt. J. F. Arnold, of Jasper, Ill., county schools, is organizing the first teachers' reunion ever held. All who have taught in the county since 1860 will be invited to be present. There are about 4,000 who have held positions in Jasper county during that time. Ninety who have retired still live there.

Among the ex-teachers are judges, senators, representatives and congressmen. The reunion will occur August 27, during the week of the normal institute. Superintendent Arnold has just completed his twenty-first year as county superintendent.

### School Trips at Watertown.

School trips form an important part of the school work at Watertown, Mass. They are looked on as a legitimate side of the course of study, and are taken in school hours. An idea of their scope will be given by the following partial list of trips taken during the present school year. For primary grades, visits to the blacksmith, the carpenter, and the farmer, a trip to Longfellow's home, a visit to the Indian room at the Peabody museum at Harvard, trips to ponds, trips for the study and collection of flowers, plants, and leaves, to study and collect insects, to observe signs of fall and spring, visits to City Point for marine life, to Norumbega park menagerie; for geography, visits to the rubber works, the iron foundry, the woolen mills, the market gardens, visit to a Chicago train at the South station, visits to Cunard and Dominion line steamers, a trip about Boston; for history and literature, visits to the Art museum, the Abbey pictures at the library, to a session of the legislature at the State House, a trip to Concord and Lexington, a visit to the Riverside Press.

These trips were first carefully prepared by the teachers and afterwards written up and illustrated, sometimes with photographs taken at the time of the visit by the pupils. One of the most valuable trips has been the visit to Boston, taken as a starting point for the sixth grade study of geography. Four hours were spent on this trip, the pupils noting the typical sights and many of the historic landmarks of Boston, and visiting, among other points, the subway, the South Station, the shopping district, the press room of a daily paper, the interior of King's chapel, the roof of the Ames building, the State House, and the Public Gardens.

Another side of the school trips, especially of those taken in connection with geography, has been the exchange of pupils' letters with schools in Scranton, New York, New Orleans, Chicago, and Pasadena. For the

coming school year Superintendent Page is arranging to exchange an illustrated account of a trip about Boston for similar accounts of trips about New York, Washington, New Orleans, and Chicago. Next week THE SCHOOL JOURNAL will publish an account of the Watertown school children's trip to Boston, which describes in detail the route taken and the places visited.

### Lectures for a Rural School.

Perhaps the experience of a New York state teacher in making his school attractive for his pupils, and their parents, may encourage others to enter upon similar work. He writes:

"In the fall of 1901 I became interested in the plan of giving lectures and entertainments in the school, to interest parents in the education of their children. My school was a rural one. I was the only teacher, but I determined to try the plan. I arranged with several ministers, the school commissioner, the steward of a state hospital, and a state truant officer to speak to my people. The talks were given every Friday afternoon from January to April. Several of the meetings were in the evening, and all were well attended. Some of our topics were: "The Compulsory Arbitration Law," "Schools, Past and Present," "Home Influence," "Samuel J. Tilden," "Abraham Lincoln," "LaFayette," and "The Twentieth Century School."

The interest aroused was intense. Two other teachers frequently brought their pupils to hear the speakers. Several other schools in the county started similar work. I feel that such efforts pay. They benefit the giver more than the receiver. Next fall I am going to start a debating club, and continue this work with debates and lectures. Good results would surely follow similar attempts."

A grain of seed has evidently done much toward making bright the school life of several rural communities and increased the educational interest of both parents and pupils. The rural teacher who is doing nothing to interest the community at large, may consider well this simple testimony to the reward which this work brings.

### The Gospel of Work.

President Taylor, of Vassar college, in his baccalaureate sermon, dwelt on the necessity of having a high ideal of life in this age of commercialism and pleasure seeking, and on the value of work for its effect on character. The educated classes are valuing life more and more by its material equipment and they are in danger of losing the power of plain living and high thinking. There is a growth of luxury and idleness, but history shows that the real value of life comes from the growth of the soul. This is the testimony of the rich as well as the poor. No life is strong which does not grow in moral attainment. In this age, where idleness is likely to follow the acquisition of wealth, the gospel of work should be emphasized. Work makes one better and happier. The moral tonic needed is to come back to the simple, honest ideal of life, that goodness is better than wealth.

### The Cry of the Country Child.

The following extract from the annual report of Booker T. Washington as principal of the Tuskegee institute is worth thoughtful consideration. It applies with equal force to the poor white children of the remote rural districts:

"There are several influences that are constantly exerting themselves against the negro growing up on the soil at present. One of these is the lack of public school facilities in the country districts, and the frequent and unwise agitation of the question about dividing the school fund in proportion to the tax paid by each race. In the cities and larger towns the negro parent finds a comfortable school-house and a school in session eight or nine months."



## Every Teacher His Own Adviser.

Any normal school principal, college professor of education, school superintendent, or candidate for educational office, who has not yet started an educational paper, must feel very lonely in his distinction. In the past year more than twenty people felt moved by the spirit to try to fill, in a humble way, a "field" of usefulness in this particular way. They are to be congratulated, each and every one, to be so much favored by the gods with a superabundance of leisure and strength. The discovery in themselves of assurance that they can do better than anybody else is doing in educational journalism must also be very cheering. They certainly are to be envied to have attained to so pleasing an eminence of self-satisfaction.

How much undiscovered journalistic instinct there is abroad among school people! Yet one in search of it can find it in but rare instances, until a new Volume I, No. 1, of some educational journal proclaims to the world that some teacher has discovered it within himself. Nor are occasions for astonishment limited to this point. To a reasonable mind, it would seem that a teacher, who has something likely to be of benefit to others in the same field, would look about for a medium reaching the largest number of those who might value the contribution, and then to make use of that. Perhaps several of the editorial fledglings really took this sensible course, but found the watch-dogs of the established journals not favorably disposed toward the admission of the submitted articles. In their case, we will be charitable and applaud the ill-treated author for undertaking, himself, the distributions of the treasures of his intellect. The astonishing people are those who scorn platforms already set up for the service of those who have something really worth while to publish. As soon as they feel something which they mistake for a moving of the spirit within them they speedily build up an eminence of their own, be it only an overturned washtub, and, with a megaphone in hand, seek to attract an audience around them.

There is no field in which the proportion of periodicals to the sum total of possible subscribers is so large as in teaching. The reason for this may be that some teachers are more easily convinced than other people that they know considerably more than they can possibly utilize in the ordinary channels. The lack of professional cohesiveness among teachers only serves to strengthen those affected by this particular consciousness. "Professional" is taken to stand for something individual. "I, Diogenes, am a professional teacher, but who are the others? I have searched for my equal and do not seem to be able to find him. Like Elijah—'Lord, I, even I only, am left'—so I, Diogenes, must now search with a lantern in hand for others to rally around my tub. The difficulty of finding a new name for my lantern is great, as there have been so many deluded mortals, who, thinking that they could do what I can do, have pretty well used up the dictionary of titles for educational papers. But the difficulty shall not daunt me. So here goes Volume I, Number 1."

To be sure, THE SCHOOL JOURNAL has little to lose by the multiplication of periodicals for teachers. It is usually the state papers which are most directly affected. But there is a principle involved here which superintendents and principals should bring to the attention of their teachers on every opportunity. And it is because of this principle that the topic is brought up. As little as a national army can be raised if every village president and city alderman should feel it incumbent upon him to raise a regiment, conscious of his ability to control a following, be it ever so small, so little can there be any professional development as long as the craze for starting new educational papers continues. Material that ought to be spread far and wide remains buried between the covers of papers having a very limited circulation. Moreover, editing a professional periodical requires special fitness, experience, and concentrated effort, which but few possess and fewer have the time and strength to give. Issuing a paper at the odd moments of leisure left after

the regular work of the day is an imposition upon the patience, intelligence, and just expectations of subscribers. The good-nature of educational leaders is so heavily taxed by the hundreds of educational editors who are begging for contributions that they either cannot do themselves justice in acceding to some of these requests, or else their best thought is limited to a small audience, and often one least likely to be specially benefited by it. There are many other equally and more important considerations that should induce the advisers of teachers to discourage their attempt to cripple, by the issuing of new periodicals without any specific reason for separate existence, the existing papers of established usefulness.

## The Cliff Haven Convention.

The 1903 session of the New York State Teachers' Association will be held at Cliff Haven near Plattsburg, July 1, 2 and 3. The Champlain Summer Institute has placed its buildings at the disposal of the Teachers' Association. Cliff Haven is on Lake Champlain just south of the city of Plattsburg, which is accessible by both steam and trolley. It is near the famous Bluff Point hotel. There is no more beautiful lake in the world than Lake Champlain, and Cliff Haven is on the most beautiful part of the lake. The city of Plattsburg and the lake in its vicinity is of deep historical interest.

Among the speakers who will address the association are Dr. F. A. Gunsaulus, president of Armour institute, Chicago, Ill.; Inspector James L. Hughes, Toronto, Can.; Prof. L. H. Bailey, of Cornell university; Wilbur F. Gordy, principal of elementary school, Hartford, Conn.; Luther Henry Gulick, director of physical culture, New York city; George A. Watrous, Utica Free academy; Prof. S. C. Crosby, department of agriculture, Washington, D. C.; Hon. Chas. R. Skinner, state superintendent of public instruction; Prof. Olin H. Landreth, Union college; Dr. Walsh, of New York city.

The railroads will give the usual concession of a fare and a third plus an additional charge of twenty-five cents for vising the certificate. Teachers will purchase ticket to Cliff Haven paying full fare therefor and obtain a certificate entitling them to a return ticket at one-third the usual fare. The board will be furnished at from two to three and a half dollars per day. The authorities of the Champlain institute will provide rooms in the different cottages upon the grounds and meals will be served at the dining hall or restaurant. Parties preferring to stop in Plattsburg can obtain hotel accommodations there at reduced rates and the trolley lines will make a concession. A reduced rate can also be obtained by correspondence at Hotel Champlain, Bluff Point. Parties wishing to secure accommodations will address Hon. John B. Riley, Plattsburg, N. Y., chairman of the local committee; or Samuel J. Preston, superintendent of schools, Plattsburg, N. Y. The citizens of Plattsburg are making elaborate preparations for the meeting of the association, and are arranging excursions to points of interest in the vicinity of that city. They propose to give the association steamboat ride upon Lake Champlain some afternoon or evening during the session. Reduced rates have been secured for excursions to Montreal, Quebec, Saguenay, White mountains, Ausable Chasm, and other points of interest in the vicinity of the association. The fare from Cliff Haven to Ausable chasm and return with all the privileges of the Chasm will be \$1.80; Cliff Haven to Montreal and return, limited to two days, \$2.90; Cliff Haven to Montreal and return, three days, \$2.25; to Saranac lake and return, \$3.00.

It is hoped a special rate of \$14.70 from New York city to Boston and return by way of Cliff Haven and the White mountains has been obtained. Negotiations are in progress for a special ticket from Albany to Boston by way of Cliff Haven and return to Albany are in progress, but no rate can yet be announced. The summer rates for excursions from Plattsburg are unusually low and will be at the disposal of the association.



## Chicago Teachers' Council.

The *Bulletin* of the Chicago Teachers' Federation has in its current issue the constitution and by-laws as amended by the Central Council of the Chicago public schools at the special meeting of May 28, 1903. This is a most interesting document and shows what remarkable progress the teachers of Chicago have made in strengthening themselves by organization and making sure of public recognition in matters concerning the schools and their work. Here it is as given in the *Bulletin*:

### Preamble.

For the purpose of permitting discussion and action on educational questions the supervising and teaching force of the Chicago public schools deem it desirable to effect a more perfect organization.

### Constitution.

#### ARTICLE I.

The teachers of each school with the principal shall constitute the School Council, and either may take the initiative in organizing the Council.

#### ARTICLE II.

In each school district of the city there shall be formed a *District Council*, which shall be constituted as follows:

1. The assistant superintendent of the district *ex officio*.
2. Three representatives from each elementary School Council; the principal *ex officio* and two teachers, one from the grammar grades and one from the primary grades, elected by the teachers of the school.
3. Three representatives from each High School in the district; the principal *ex officio* and two teachers, elected by the teachers of the school.
4. One representative from the Normal School, elected by the teachers of the school.

#### ARTICLE III.

There shall be a High School Council, to be constituted as follows:

1. The superintendent *ex officio*.
2. Three representatives from each High School; the principal *ex officio* and two teachers, elected by the teachers of the school.
3. Three representatives from the Normal School, the principal *ex officio* and two teachers, elected by the teachers of the school.
4. One representative from each District Council, elected by the Council.

#### ARTICLE IV.

There shall be a Central Council constituted as follows:

1. The superintendent of schools, *ex officio*.
2. The assistant superintendents, *ex officio*.
3. One special teacher from each department, chosen by said department.
4. Three representatives from the Normal School; the principal *ex officio* and two teachers, elected by the teachers of the school.

5. Eight representatives from each District Council—namely, the president and secretary *ex officio*, and two principals, two grammar grade teachers and two primary teachers, elected by the respective Councils.

6. Eight representatives from the High School Council—namely, the president and secretary *ex officio*, and two principals and four teachers elected by the Council.

### By-Laws.

#### OFFICERS.

1. The officers of the School Councils shall be a President and a Secretary, who shall also act as Treasurer. These officers, with one other member elected by the Council, shall also act as the Executive Committee of the School Council.

2. The officers of the District Councils shall be a President, a Secretary-Treasurer, and an Executive Committee, to be composed of the President and Secretary *ex officio*, and in addition to these, one principal, one grammar grade and one primary grade teacher, elected by the Council.

3. The officers of the High School Council shall be a President, a Secretary-Treasurer, and an Executive Committee, to be composed of the President and Secretary *ex officio*, and in addition to these, one principal and two teachers elected by the Council.

4. The officers of the Central Council shall be a President, a Secretary-Treasurer, and an Executive Committee, composed of the Superintendent of Schools, the President and Secretary of the Central Council, the Presidents of the District Councils, and the President of the High School Council *ex officio*.

#### MEETINGS.

5. There shall be six regular meetings of the School Councils annually, in the fourth, tenth, sixteenth, twenty-second, twenty-eighth, and thirty-fourth weeks of the school year.

6. There shall be six regular meetings of the District and High School Councils annually, in the fifth, eleventh, seventeenth, twenty-third, twenty-ninth, and thirty-fifth weeks of the school year.

7. There shall be six regular meetings of the Central Council annually, in the sixth, twelfth, eighteenth, twenty-fourth, thirtieth, and thirty-sixth weeks of the school year.

8. The day, hour, and place of meeting shall be determined by the Executive Committee of each council.

9. Special meetings of any Council may be called by the Executive Committee of that Council.

Special meetings of all Councils may be called by the Executive Committee of the Central Council.

#### TIME OF ELECTION—TERM OF OFFICE.

10. Each Council shall elect all officers and representatives at its first meeting of the school year. The term of office shall be for one year, or until their successors are chosen, provided that the term of office of representatives from the school councils to District Councils, who may be elected to the Central Council, shall be two years if elected to the two-year term by said District Council.

The term of office of representatives to the Central Council shall be as follows, beginning with September, 1903:

One-half of the elected representatives from each District Council—namely, one principal, one grammar grade teacher and one primary teacher, shall then be elected to serve in the Central Council for two years, and one-half for one year.

At each succeeding election the term of office of said elected delegates shall be for two years.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

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## QUESTIONS AND REPORTS.

11. It shall be the duty of each School Council at its meetings in the sixteenth and thirty-fourth weeks of each school year to present topics for discussion for the coming half year. These shall be sent by its secretary to the District or High School Council, to be passed upon at its meeting in the seventeenth and thirty-fifth weeks.

The approved lists from the District and High School Councils shall be forwarded to the Central Council for action in the eighteenth and thirty-sixth weeks. The Central Council may select from these and other questions the subjects for discussion for the ensuing half year.

A list of questions so approved shall be prepared by the Central Council, specifying the week and meeting when said questions may be considered by the School District and High School Councils, each Council to study the same question in the same week. Said program shall be printed and sent to the School Councils not later than the second and twentieth weeks of the school year.

12. A report may be made by the delegates of conclusions and discussions in each Council to the next Council above it at its next ensuing meeting.

13. The Executive Committee of the Central Council by a two-thirds vote may change the subject for discussion at any meeting, provided notice is sent to all the Councils two weeks before the time of meeting of the School Councils.

14. There shall be an annual report from the Central Council to the President of the Board of Education.

## FINANCES.

15. Every member of the teaching force shall be requested to contribute the sum of five cents annually to further the work of the Central Council, and five cents for the expense of the District or High School Council.

## THE ORDER OF BUSINESS.

For all the Councils shall be:

1. Roll call.
2. Reading and approval of minutes.
3. Unfinished business.
4. New business.
  - (a) Report of delegates.
  - (b) Discussion.
  - (c) Miscellaneous.

## DIVISION OF DISTRICTS.

17. Any District Council may have authority to divide its district for convenience in meeting, and to determine the division of its representation in the Central Council, provided that no district shall exceed its representation in the Central Council as herein provided.

## QUORUM.

Twenty-five members of the Central Council shall constitute a quorum to do business.

Quorum for District and High School Councils to be determined by these councils.

## AMENDMENTS.

18. All amendments to this Constitution and By-Laws must be passed by a majority vote of the Central Council and be ratified by a majority of the Secondary Councils.

### Coming Meetings.

June 13.—Chicago (Ill.) Teachers' Federation. Louie L. Kilbourn, president; Josephine Nichols, corresponding secretary.

June 16-18.—Alabama Educational Association, at Birmingham.

June 23-25.—West Virginia State Teachers' Association, White Sulphur Springs.

June 29-30.—University Convocation, at Albany, N. Y. James Russell Parsons, Jr., secretary.

June 30-July 2.—Pennsylvania State Educational Association, at Wilkesbarre. Supt. Addison L. Jones, West Chester, president.

June 30-July 3.—Music Teachers' National Association, at Asheville, N. C.

July 1-3.—New York State Teachers' Association, at Cliff Haven, Lake Champlain.

July 6-10.—N. E. A. at Boston, Mass. Pres. Charles W. Eliot, Harvard university, president; Irwin Shepard, Winona, Minn., secretary.

## Notes of New Books.

### English: What and How.\*

Longmans, Green & Company have recently published in their "American Teachers' Series" a book entitled, *The Teaching of English in the Elementary and the Secondary School*, by Professors Carpenter, Baker, and Scott, of Columbia and Michigan universities, and the Macmillan Company has published in its "Teachers' Professional Library" a book with exactly the same title by Principal Chubb, of the Ethical Culture schools, New York. At the risk of all the odium of comparisons I propose to compare these two books and incidentally to discuss their subject, than which no other is more important in modern education.

In the first place it is well to note several facts: that English is a language of idiom: that it is more like Chinese than Latin, being really like neither; that certain prejudices abound regarding its teaching; and that teaching it at all is a recent affair. From these facts follow certain logical conclusions. As a language of idiom, English is very difficult to understand philosophically. So far as it has any recognized formal grammar its grammar is a matter chiefly of analogy, not essence. Further, the kinship of English is old Teutonic, not Latin, not Greek. The Latin words are not even true grafts; they are rather inclusions, as a growing tree grows about and over a nail. The attempt, hitherto slightly successful, to Latinize our English language, has hurt it sore among the cultivated but not at all among the ignorant, those true-to-life speakers of the "tongue," the "speech," the "language," for utterance, not writing, is the true vernacular. Note well that there is no single word in English to indicate the written language, from which it follows that English is from mouth-to-ear, not from hand-to-eye. I hold consequently that the true grammar of English has not yet been written or spoken, no, nor thought.

As for the prejudices regarding the teaching of English the most general one is that English need not be taught. There is a deal of truth in this. In fact English as an art cannot be taught. One can scarcely be instructed in it. One can be exercised and drilled and developed in an art; one cannot be informed about it. An art is not an acquirement; it is not scholarship. An art is a mode, an expression. The singular excellence of English as a language is that it wholly subordinates itself to the language-function of thought-expression. A language is a body of sounds made by the voice for the hearing to symbolize ideas and their relation. A language is a means of communicating thought from speaker to hearer. All the speaker's thought cannot be communicated, for the thought is limited by the speaker's skill in expression and the hearer's efficiency in interpretation.

There is much confusion to-day regarding English. Educating a youth in English is a very different thing from teaching him English literature or English grammar or English rhetoric. The history of English or the science or the criticism is not English, which always and only is speech.

However, we have begun lately to "teach" the vernacular. We are doing this consciously, formally, publicly, and conscientiously. All teachers who speak English in their class-rooms have always been exercising their disciples in English, at least unconsciously, informally, even without proclaiming the fact or doing so faithfully as a duty. Further, as a result of this new "teaching," the English of our boys and girls in elementary and secondary schools is not improving. They do not speak English better; they write it very little better, if at all.

\*[*The Teaching of English in the Elementary and the Secondary School*. Carpenter: Baker: Scott. Longmans, Green & Co., N. Y., 1903. pp. 381. Small 8vo. Fair type. \$1.50.]

[*The Teaching of English in the Elementary and the Secondary School*. Chubb: Edited by Butler. The Macmillan Co., N. Y., 1902. pp. 412. 12mo. Good type. \$1.00.]



An understanding of this fact and of the disappointment it causes, has caused many articles and several books to appear, of which these two are in evidence.

Professor Carpenter presents a book with three authors. The book is divided into two parts: the first of about three hundred pages, and the second of less than fifty. Part One is called History and Method; Part Two, The Teacher and His Training. Part One is elaborately subdivided. The organization of the book as a whole is incomprehensible. There is no guiding principle or argument. The book is a collection of chapters. The paraphernalia is extensive. There are many bibliographies and footnotes. The pages are rich with quotations and weighty with the facts of history and literature. Its style is that of most text-books. Reading it is scarcely more joyous than reading a dictionary.

The book is a thesaurus of scholarship. A lifetime would be required to look up the references. Whether when the life had been spent one would then have a clear, wise, efficient mind wherewith to exercise other minds in developing their English we need not ask, for lucidity, insight, and effectiveness are not developed by the scholarship of accumulated facts and balanced and trimmed opinions. The shrewd sailor does not go to sea in a barge however big.

I am compelled by my conscience, which educationally is somewhat sensitive, to remark that college professors will never be able to write books of value to teachers who practice the art of education in elementary and secondary schools. Nor will school superintendents ever be able to persuade publishers invariably to select experts in education to write their books. The traditional prestige of the college professor and his often deserved halo of scholarship fascinate the publishing world.

Principal Chubb presents the subject of English upon the principle of the child's development from infancy to youth. This is a correct principle. The book is well organized, consistent, and reasonable. The general argument is that we speak and write the English we know. Consequently our boys and girls should hear and read good English.

The style of this book is good in the sentences and poor in the paragraphs. There is more exposition than argument. The fault of greatest concern is repetition of ideas. There is not enough progress from chapter to chapter.

The scholarship is adequate. It is indeed too much in evidence. However, it is not so extreme that there is no space for the development of a thought and for the pursuit of an opinion to its goal. The author shows that he knows a good deal about educating youth in English. His plans are safe to follow.

One who has expressed freely his criticisms owes to others a statement of his own views.

To educate boys and girls in English we must compel them to live in the atmosphere of good English. They must read, memorize, and think good English. They need to know the beautiful English of the best parts of the Bible and of a few other books. No man who can repeat word for word a thousand pages of good English and who can explain their thought can speak English poorly.

Boys and girls who are to speak good English must talk in class, must debate, discuss, declaim, read essays, and recite far more than they do to-day. The topical recitation, based on the study of good English books, is invaluable as a means of exercising the pupil's mind to think and to express thought adequately.

Finally, our schools must have study-books that are good literature. How can a boy or a girl comprehend the meaning of a paragraph after studying for years the "paragraphs" so-called of our standard geographies and histories? Style, which is the chief excellence of written English, is the one thing altogether absent from modern text-books, which conspire to ruin the natural English of our boys and girls.

Meantime, our teachers, many of whom are painfully conscious of their own deficiencies in English, must

themselves become students of the masters of English. In this study they will find Professor Carpenter's book valuable for suggestion. They will find Principal Chubb's book helpful in regular class work.

Bloomfield, N. J.

W. E. CHANCELLOR.

*The Real Benedict Arnold*, by Charles Burr Todd, author of "The True Aaron Burr," "The Story of the City of New York," etc. The office of the real historian is to set forth the facts of the past in their exact setting so as to show to subsequent peoples actual conditions. Benedict Arnold, deservedly received so much obloquy from those whose interests he had betrayed that the great part he had previously played in securing the noted victories of the American forces has been practically forgotten. The character of the man has, at the same time, and for a similar reason, been entirely misrepresented, and in the place of being regarded as one animated by the most intense patriotism, as he was in fact, he is generally conceived of as venial in the extreme. The author of this volume aims to set forth the facts as they were, and he has had access to much new material which has aided him greatly to a clear presentation of all the conditions.

Arnold's early life is carefully treated. His early public career won honor from all except those actuated by jealousy of his superior powers. His first important military achievement was leading the forces across the wilderness of Maine and attacking Quebec. Could he have had sufficient support from Congress and the states, in the place of failure this would have detached Canada, and probably ended the war. The series of successes in the Hudson valley, ending with Saratoga, were due mainly to Arnold's skill and prowess. Certainly he was one of the first, if not the very first, of Washington's generals.

With such a record, what could have induced his attempt to deliver West Point to the British? Cupidity, and the hope of British gold, popular clamor said, and the statement has been repeated in nearly every school book. But the author shows that neither of these had much, if any, weight. He traces the change of view and the consequent treason to three causes, the persistent opposition and false detraction of his enemies, particularly in Philadelphia; the conviction that success had become impossible thru the discussions of the American leaders, and the fact that his new wife, Peggy Shippen, had all along been in correspondence with Major Andre and others of the British leaders, so that a separation of the family must soon come, if he continued in the army.

The book is written in a very pleasing style, and conveys a striking picture of the persons and the period. (New York, A. S. Barnes & Company. Price, \$1.20 net.)

*The Future of War*, by M. de Bloch, will make very profitable reading in connection with Charles Sumner's "Addresses on War," which is issued by the same publishers and in the same shape and binding. In a certain sense the title is a misnomer, as the whole tenor of the author's arguments is to the effect that, in the present state of military equipment, war is impossible. War cannot be carried on without serious risk of wrecking nations and bankrupting the world. In reviewing the subject he considered the mode of waging war on land, naval warfare, the cost of wars in the nineteenth century, the cost of war in the future, care of the wounded; economic difficulties of war in Russia, Britain, Germany, and France; effect of war on the vital needs of peoples, probable losses in future wars, and militarism and its Nemesis. The text is illustrated with numerous diagrams. The book is a thoroly scientific treatment of this most important subject. (Published for the International Union by Ginn & Company, Boston. Price, 50 cents; by mail, 65 cents.)

*Addresses on War* is the title of a volume of the orations of Charles Sumner, with an able and appreciative introduction by Edwin D. Mead. These orations include "The True Grandeur of Nations," "The War System of the Commonwealth of Nations," and "The Duel between France and Germany." Charles Sumner preached peace all his life, and yet, strange to relate, he and his associates exercised a very potent influence in bringing about war, and he suffered in his own person from those who possessed a warlike spirit. Yet we cannot but feel the truth of Sumner's contention. War is a terrible waste and the nations are slowly finding it out. Still one is prone to ask, what are we to do with the quarrelsome neighbor? The unarmed nation is likely, as things stand now, to share the fate of the lamb among wolves. We all admit what ought to be. The young especially will be greatly benefited by reading these orations. Mr. Mead thinks that the "The True Grandeur of Nations" is his greatest masterpiece. (Published for the International Union by Ginn & Company, Boston.)

*A Short History of Rome*, by W. S. Robinson, M. A. formerly assistant master at Wellington college, is written on the same lines as the author's "Short History of Greece," to which it forms a companion volume.—The aim of the author is to tell the story so as to arouse some interest in the personal fortunes of the actors in the great drama of



war and politics, which developed a single republican state into a world empire under the sway of a single ruler. It is a wonderfully interesting story, which he has ably outlined, noting the great monuments that had influence in molding the life and destiny of the nation. The book has maps and diagrams and a chronological summary of the chief events in Roman history. (Longmans, Green & Company, New York.)

*The Story of the Philippines* by Adeline Knapp, in the series of geographical readers on "The World and its People," is a book whose publication will be hailed with pleasure all over the United States. Up to 1898, very little was known about these islands in this country. They were far away, their life was different from ours, and they were not related to our system in any way, and so we did not study them much. But a great change has been wrought by the guns of Dewey in Manila bay. We feel now that we have a pressing duty toward these people and we want to know all we can about them. This book gives very full information—historical, geographical, sociological, ethnological. It thus will help us to get a knowledge of what the Filipinos are like and what they have gone thru. For nearly four hundred years the country was ruled with great severity, and the people had no taste of the liberty now opening before them. It is for us to teach them how to use that liberty rightly. It is hoped that this will be done by means of the schools now being established. Spanish officials were too intent on getting all they could in the way of profit out of the little brown men to pay much attention to education. The book has many half-tone illustrations, a colored frontispiece, and maps of the possessions of the United States and of the Philippine islands. (Silver, Burdett & Company.)

*Macbeth*, by William Shakespeare, with an introduction and notes by Edward Everett Hale, Jr., Ph. D.—This is one of the excellently printed and edited books of the Standard Literature series with which our readers are familiar. It is meant rather for the younger Shakespearian reader than for such as have already had some practice in Shakespearian study. The notes therefore suggest lines of study and points of view, instead of undertaking exhaustive analysis and criticism. The dramatic character of the play is emphasized. (University Publishing Company, New York.)

The well-known *Dictionary of the French and English Languages*, prepared by W. James and A. Molé, has just appeared in a completely rewritten and greatly enlarged form. This work was undertaken to meet the requirements of the present day languages, for a number of changes have occurred since the first publication of the dictionary. The work of revision has been supervised by Louis Tolhausen, former consul-general of France, and George Payn, assisted by E. Heymann, an officer of the academy.

An important feature of the revised work is the inclusion of all phrases in common use in both languages—a feature that will be found useful in the teaching of idioms in the schools. The former edition has been increased by over 300 pages and in the arrangement of the work no pains have been spared to insure the greatest possible facility and clearness of reference. Special attention is paid to the pronunciation.

This dictionary should prove ideal for school purposes, combining as it does, a scholarly treatment of the subject with convenience of arrangement. It is more than a mere list of words, for it defines, explains, and assists in every imaginable way. (The Macmillan Company, New York and London.)

*Elementary Geometry*, containing the subject matter of the first two books of Euclid, by Chintamani Mukerji, B.A.—The preface of this little volume well sets forth its object, which is so to present the elementary work of Euclid as to secure its rigid demonstrations, but add to its attractions. The more abstruse demonstrations are rendered clearer by assuming certain axioms that Euclid deemed necessary to be proved, and by better definitions. Thus, the fact that two straight lines superposed coincide, is assumed, not proved, while an angle is defined as the difference of direction of two lines which meet. Constructions are introduced from the beginning, while, by the introduction of leading questions, the author strives to connect inductive and deductive reasoning. (The Indian Press, Allahabad.)

*With the Trees*, by Maud Going, author of "With the Wild-flowers," and "Field, Forest, and Wayside Flowers." Illustrated from photographs by Edmund H. Lincoln and C. B. Going.—Miss Going has a happy faculty of interweaving accurate description and folk-lore stories relating to natural history that makes her books well adapted to interest and instruct. This volume aims to interest the young in the most prominent and attractive trees, both of the dense forests and the more open pasture regions. Their manner of growth, the peculiarities of the wood, times, and manner of blossoming, and the nature and value of their fruits all find a place. Certain notable forms and historic trees are also mentioned, such as the royal oak of England. (The Baker and Taylor Company, New York. Price, \$1.00, net.)

Most of our readers are pretty well acquainted with the quality of Rider Haggard's genius, as they have beheld its

products in such tales as "Allan Quartermain," "She," and others. He has the faculty of making improbable things appear most plausible. His tales are interesting, to say the least. The latest is *Pearl-Maiden*, a tale of Palestine in those troublous times subsequent to the crucifixion of Christ. Rachel, a high-born Jewess, and Demas, a Græco-Syrian, both Christian converts, die martyrs to their cause, leaving behind them in the care of a trusted Libyan slave the infant Miriam, who is to be reared in the faith of her parents, and to wed none but a follower of the Nazarine. The many scenes and trials thru which she passes, including some almost impossible occurrences, give the author opportunity for the exercise of his peculiar talents. It is by no means the least thrilling of his semi-historical romances. (Longmans, Green & Company, New York.)

*The Place of Industries in Elementary Education*, by Katharine Elizabeth Dopp.—Recognizing certain difficulties found by the teachers in the elementary schools Miss Dopp has set to work to discover how to remove some of them. She starts upon the principle that the development of the child to manhood is an epitome of the history of the human race. Hence, as man in the past has been compelled to adapt himself to his environment and turn the materials of the world to practical use, so the child in the school should discover for himself the industrial methods of the past and accustom himself to working out material problems. Thus, every elementary school should be fully equipped with the materials for industrial development. The principle adopted generally would infuse new stimulus into the schools and add to their usefulness. The plan is elaborated at great length and with much philosophy. (Chicago, The University of Chicago Press; London, P. S. King & Son.)

*The Voice of the Boy*, a new conception of its nature and needs in development and use, and its relation to the adult male voice, by John J. Dawson, Ph.D., instructor in vocal music in the schools of Montclair, N. J., is a little book in which is discussed the methods of training and the form of development as applied to the male voice, beginning with the boy and extending over the period of change into manhood. Most of the works on this subject assume the necessity of the "break" at puberty, which this work positively denies. These authors have much to say about the difficulties and deficiencies of boy singing, but they miss the principal point, i. e., the kind of change the voice should undergo. It is believed that point is now and herein satisfactorily settled. (E. L. Kellogg & Company, New York and Chicago.)

*The Complete Pocket Guide to Europe*, edited by Edmund Clarence Stedman and Thomas L. Stedman, has just been published in a revised form. It is a mine of infinite riches for the prospective traveler. Within its leather covers can be found information on every conceivable subject from "how to go," to "what to wear." The book has been thoroly tested by travelers thruout Europe; and it is the result of a large experience.

The ends desired were: Details of routes, points of interest, fares, hotels, currency, etc., legible types and good maps, a real pocket guide, so compact as to be carried in the pocket. These objects have been excellently met and the work should add greatly to the comfort of the sojourner abroad. It is the ideal small guide, being praiseworthy for its mechanical appearance as well as for its literary preparation. (William R. Jenkins, New York.)

## That's the Time

### When Proper Food Is Necessary.

Proper food is never more necessary than when recovering from a wasting sickness, when over-eating would be fatal and yet the body needs nourishment and plenty of it.

At this time the condensed food Grape-Nuts is shown to be one's most powerful friend. Four teaspoonfuls of Grape-Nuts and cream will sustain a healthy man for half a day and a less quantity in warm milk will build up the convalescent wonderfully. No stomach is too weak to digest and relish Grape-Nuts. "I was taken sick with Typhoid fever and everyone who has had this disease knows how weak and lifeless a person feels when beginning to recuperate.

"I had to be very careful about my diet and could eat only very light foods. These did not seem to nourish me and instead of getting better every day I was just at a standstill and everyone began to fear a relapse. One day while lying in bed very much discouraged my sister who was reading to me from the paper read an article about Grape-Nuts and we decided to send for a package.

"From the very first meal of Grape-Nuts I began to improve, strength came in bounds and leaps with the result that I was soon out of bed; my change for the better seemed simply marvelous. My mind is clear and strong and my body sturdy. I am now entirely recovered." Name given by Postum Co., Battle Creek, Mich.

There is a reason.

A dessert that helps the body, that's the thing! Any number of them in the little recipe book in each package of Grape-Nuts.

## The Educational Outlook.

The council of Trinity college, Dublin, has recommended that women be admitted to the institution and that the compulsory study of Greek be abolished.

Congressman Francis Burton Harrison, of New York, has offered to the pupils of each of the twelve normal schools of the state a cash money prize for the best essay on the question, "What is the Teacher's Responsibility as to Instruction Concerning the Duties of Citizenship." He also offers an additional prize to be awarded to the writer of the essay adjudged to be the best among the twelve winners.

Governor Odell has finally signed Senator Lewis's compulsory education measure, which completes the child labor campaign. This bill, besides strengthening the provisions of the present law, lowers the age of compulsory school attendance from eight to seven years and requires 130 days' school attendance in the year preceding the fourteenth birthday as a requisite for employment.

Grand Rapids, Mich., is expending considerable money in fitting up playgrounds with suitable gymnastic apparatus. Shower baths and lockers have been placed in the high school basement for the use of students engaged in athletics.

Dean Frank B. Dyer, of the Oxford, O., Normal school, has been elected superintendent of the Cincinnati public schools.

Princeton Theological seminary will receive \$2,130,391 from the estate of Mrs. Mary J. Winthrop. This makes the gift one of the largest single donations ever made to education.

Pres. Henry R. Edmunds, of the Philadelphia board of education, has declared that he favors doing away with all home study in connection with the elementary public schools. Knowledge acquired at the expense of bodily strength and health, he believes, is purchased at too great a price, especially to a growing child.

The annual meeting of the managing committee of the Athens branch of the Archeological Institute of America was recently held. At this meeting announcement was made that Professor Richardson would retire from the directorship. He will be succeeded by Dr. Theodore Woolsey Heermance, of Yale.

Dr. John Gordon, president of Tabor college at Tabor, Ia., has been offered the presidency of Howard university at Washington, D. C.

Teaching is not always the dull, monotonous existence that is sometimes pictured. At least, this seems to be the conclusion one draws after reading of the experience of a Hardenburg, N. Y., teacher. The teacher found it necessary to punish a certain child several times. The father became somewhat wroth at this and declared he would whip the teacher. On discovering that the teacher was a woman he gallantly turned the job over to his wife. The result was that the whole family was arrested and the school still continues.

J. H. Cook, supervisor of school buildings in Philadelphia, says that \$300,000 is needed to put the public school buildings in repair. He declares that every building in the city needs new floors. Fifty per cent. of the floors are of yellow pine, while they should be of maple, as the pine splinters badly under constant use.

Special prominence is to be given to the work of the library department at the N. E. A. convention. A helpful and instructive program has been prepared. The object of this department is to bring about an intelligent cooperation between libraries and the school. This does not mean that the schools will do the work of the library or the library the work of the school, but that each may have a sympathetic understanding of the purpose

and work of the other, availing themselves of whatever help lies in the province of the other, and leaving to its proper field the efforts which can be best carried out by each. This is an important phase in educational work and deserves the attention of all the teachers who go to Boston.

The recent examinations at the law school of the University of Pennsylvania, were marked by some startling cases of over-study. Several men had been obliged to leave work before the final test, and two men collapsed while taking the examination. These men were on the verge of nervous prostration when they entered the room. One fell forward on his desk and had to be removed to his home. The second tried to grope for facts in a clouded state of mind. His mind was a blank. He rose to explain

recent fire at the famous Eton school in England. There were thirty-three students in the house at the time of the fire. The work of rescue was considerably delayed, owing to some of the windows of the house being barred. The death of the two boys is attributed to this fact.

### The Chicago Exhibit.

The Chicago board of education has authorized the preparation of an exhibit of the school work of the city for the St. Louis exposition.

This exhibit will embrace:

1. Volumes in each subject showing whole class work as originally written, or with the teacher's corrections neatly indicated in red ink, followed by an improved draft by the pupil, embodying corrections.

2. *Selected Work.*—Pupils may be as-



Keystone from the Arsenal at Berlin.

A Mask of a Dying Warrior, by Andreas Schlaeter, Characteristic of the "Rococo Period" of German Art.

his condition to his classmates. He talked in an incoherent manner. Suddenly he lunged forward and fell on the floor. He was at once removed to the university hospital.

The Chicago board of education has voted that any pupils whose parents are employed by the board as elementary school teachers, and who may live outside the city limits, shall be permitted to attend the public schools without payment.

Two boys were burned to death in a

signed to prepare special papers on the different parts of the work of the year in any subject, a group of papers to represent the entire work in the subject for one year. These papers should contain illustrations where appropriate.

3. Drawings to be selected by the special teachers of drawing.

4. Manual training work to be selected by the supervisor of manual training.

5. Photographs of buildings, of classes at work in various schools, etc.

6. Charts showing organization of schools, statistics, outlines of study, etc.



## The Metropolitan District.

The board of superintendents have adopted vertical writing in the elementary schools in preference to the teaching of slant writing. The resolution declares that vertical writing may be introduced in the elementary schools and a slight slant to the right adopted afterwards.

Arrangements for the installation of President-elect Finley, of City College, and the laying of the corner-stone for the new college building have been completed. Both ceremonies are to occur on October 1, the installation taking place in the morning and the laying of the corner-stone in the afternoon. Ex-President Cleveland, Governor Odell, Mayor Low, and President Butler, of Columbia, are expected to speak.

The board of superintendents has decided to consolidate the boys' and girls' departments of P. S. No. 4, Manhattan, to form one school. Similar action has been taken regarding P. S. No. 37.

Plans have been filed by C. B. J. Snyder for a four-story brick school building to be erected at Ninety-fifth and Ninety-sixth streets near First avenue.

The committee appointed by City Superintendent Maxwell to devise ways and means of increasing New York's representation to the N. E. A. convention has sent out circulars to all the teachers in the city. These request the teachers to contribute towards defraying the expenses of delegates.

It is reported that this request is meeting with little response in many of the schools. The teachers who object to contributing do so on the ground that they should not be asked to pay the expenses of teachers who spend a part of their vacation in Boston as delegates to the convention.

It is reported that Columbia university has in contemplation the extension of its courses of instruction in foreign languages so as to include Korean and Japanese.

The board of education has taken the first step in investigating the validity of the old Manhattan licenses by passing the following resolution:

That the committee on by-laws and legislation be requested to inquire into and report upon the question of the standing on the eligible lists formed by the city superintendent of all holders of licenses granted prior to the passage of the charter.

A pupil in an elementary school, of New York city, died recently as the result of an injury caused by falling against a school desk. As school was dismissed she started to run out, but struck against the sharp end of a desk. Peritonitis developed and her death resulted.

Among the formal announcements of changes in the faculty of the New York University School of Pedagogy is that Dr. J. P. Gordy, professor of the history of education, is to be made acting dean. Prin. Myron T. Scudder, of the New Paltz State Normal school, has been made professor of modern educational theory and school discipline. Percival Chubb is to serve as lecturer on methods of teaching English, and Miss Caroline T. Haven as lecturer on kindergarten methods.

The regular semi-annual celebration at the New York Juvenile asylum, 176th street and Amsterdam avenue, took place Friday afternoon, May 29. The exhibition of work by the waifs, and their part in the exercises, were interesting proofs of what can be done with crude human material under proper care and instruction.

Under the direction of Dr. Frederick H. Sykes, it is intended to give the ex-

tension courses at Teachers college an enlarged influence next year. New courses will be offered in oriental languages, Italian, Spanish, physics, metallurgy, architecture, astronomy, mineralogy, and anthropology.

A conservatory, fifty feet in length, is to be constructed at Teachers college for the use of the new courses in agriculture next year.

The Cooper Union schools have received gifts amounting to \$211,000. It is expected that the schools will receive an additional \$175,000 from the estate of John Halstead, which will be settled in a short time.

### Circular from Dr. Maxwell.

City Superintendent Maxwell has sent out the following circular on promotions. It fixes definitely, also, the date on which the schools are to close.

The date upon which the current term shall end is June 30, 1903. All promotions of pupils, whether from one grade to another grade within a school or from one school to another, shall be made on that date. The first term of the next school year will commence on Monday, September 14, 1903.

Pupils promoted from one school to another (as from an elementary school to a high school) shall be discharged from the register of the school from which they are promoted and entered on the register of the school to which they are promoted on June 30.

Principals of elementary schools will please observe the following rules with regard to the graduation of pupils from graduating classes:

1. For each pupil in your graduating class you will please fill out one of the forms known as "Estimate of Graduating Pupil's Attainments."

2. You will be careful not to certify for graduation any pupil who is not well qualified in the matters specified in this form.

3. The forms, when filled out, you will transmit to the district superintendents for their action, not later than June 18.

4. Certificates of graduation and an equivalent card will be issued to each pupil graduated. Each pupil will write his or her own name on the equivalent card in his own handwriting.

The certificate is to be retained by the pupil; the card is to be filed in the high school to which the pupil applies for admission.

### German in the Schools.

City Superintendent Maxwell has published a statement denying that the board of education in adopting the course of study for elementary schools has abolished the study of the German language in the public schools, an impression which he says certain citizens of German descent are trying to create in the public mind. The *Staats-Zeitung* recently said that Superintendent Maxwell made suggestions last fall in regard to the study of German which he had not carried out. It also declared that the efforts and petitions of various German organizations bearing on the subject have not been properly treated in the reports made by Dr. Maxwell and the superintendents.

So far from abolishing the study of German in the elementary schools, says Dr. Maxwell, it will be taught in more of the elementary schools and to a larger number of pupils than ever before. It will be taught in all boroughs to all children whose parents desire that they master it. Hereafter, too, German, instead of being considered as an extra study, will be regarded, when once taken up, as an element of the regular curricu-

lum, having due weight in promotion and graduation. The board of superintendents, in making its recommendations to the board of education, decided that while the German language was important, and would probably be the language selected by a majority of the pupils, yet it should not be the only language introduced, because all children should not be forced to learn German.

In conclusion Dr. Maxwell says: "I do not believe that any thoughtful, public spirited German-American citizen desires to force the study of German on the children of any citizen who does not desire them to learn German. Such a forcing process would be un-American to the last degree, and I have found my German friends to be among the best of Americans."

### Plans for Teaching Civics.

Members of the committee appointed by the National Municipal League, to devise a method of giving children in high and elementary schools practical instruction in municipal affairs, met recently in New York. Another meeting is to be held at the time of the N. E. A. convention in Boston.

Among those present were Dr. William H. Maxwell; Principal James J. Sheppard, of the High School of Commerce; President-elect Finley, of the College of the City of New York; Clinton Rogers Woodruff, of Philadelphia; Dr. Fred L. Luqueer, of P. S. No. 126, Brooklyn, and C. C. Burlingham, ex-president of the New York board of education.

It was decided to ask the full committee to appoint several sub-committees. These will include a committee on the historical side of the question, which will collect data as to the extent to which municipal government is taught in the schools of the country. A committee on program will develop a suggestive course of study for the schools, another committee will see what progress certain educational institutions have made with the "school city system" and other forms of standard government in use in schools; and the fourth will be a committee on literature.

### Extension Courses for Degrees.

An important announcement has been made concerning an innovation for next year at New York university. For a long time there has been a demand for courses to be offered by a degree-conferring institution which might meet the desires of many persons, who might continue their regular occupations and yet find time to secure the bachelor's degree. Among the persons desiring such courses are many teachers.

"The great need," says the announcement, "is an arrangement of courses to be given at such times as will not interfere with their professional work. The university has for some time been trying to find the way clear to offering a series of college extension courses which might meet these needs, and now finds itself in a position to establish such courses. They will be given chiefly at Washington square, and at hours which will be convenient for the majority of applicants, the courses being scheduled for the hours from four to six P.M., the evenings, and on Saturday. These courses cover practically all of the subjects taught in the junior years of the college, and will be given mainly by the university college faculty in conjunction with the faculty of pedagogy. The courses are open to both men and women."

Particulars will be given in a circular to be issued later.

"Better out than in"—that humor that you notice. To be sure it's out and all out, take Hood's Sarsaparilla.

## Educational New England.

Connecticut is to vote on the question of free text-books at the general election of next November.

On Friday and Saturday, September 25 and 26, there will be held under the direction of the Massachusetts state board of education an examination of candidates for an elementary teachers' probationary certificate. The examination will be given in Boston, Worcester, and Westfield.

At the annual commencement exercises of Boston university it was announced that William F. Warren, president from 1873 until he resigned three months ago, has been continued in the professorship of the school of theology, with release from duty for two years with full salary. He has been appointed dean of the theological school, with leave of absence for a year. A salary of \$2,500 has also been guaranteed him for the rest of his life.

The Harvard Summer school camp, at Squam Lake, N. H., to be conducted by H. J. Hughes, instructor in hydraulics, will open June 13 and will continue in session until August 29. There will be courses in statics and in plane, geodetic, and railroad surveying. The time will be divided as follows: Plane surveying, six weeks; geodetic surveying with night work, two weeks; railroad surveying, three weeks.

Pres. George Williamson Smith, of Trinity college, Hartford, Conn., has resigned. He has been president of the institution since 1883.

Prof. Henry Wade Rogers has been appointed dean of the Yale Law school, to succeed Prof. Francis Wayland, who has been dean practically from the beginning of the school.

Professor Rogers was formerly president of Northwestern university and before that dean of the University of Michigan. He came to Yale two years ago.

Levi W. Russell, for nearly thirty-five years master of the Bridgham grammar school, one of the largest schools in Providence, R. I., will retire at the end of this year. Principal Russell was born in Ashburnham, Mass. He was educated in the schools of that town and began to teach at the age of nineteen. He was a grammar school principal in Fitchburg, Mass., for seven years, and later taught in Watertown, Mass. He went to Providence in 1869. He is the oldest grammar master in Providence. Several years ago he was honored by his graduates with a reception and an appropriate gift. During his term of service nearly 4,000 pupils have been graduated from his school.

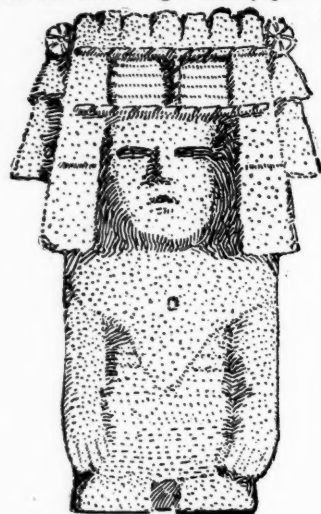
FITCHBURG, MASS.—Mr. Charles T. Woodbury, first-assistant in the high school, has been elected principal, to begin his duties at the opening of the next school year. Mr. Woodbury is a native of Salem, N. H., and was graduated from Dartmouth college in 1895. For the next two years, he was assistant principal of Kimball Union academy, Meriden, N. H. From 1897 to 1901, he was principal of the Johnson high school, North Andover, and he has been at Fitchburg for two years. His specialty is physics, and he has studied in advanced work at Harvard for several summers.

NEW HAVEN, CONN.—Prof. William H. Brewer, the last of the older scientists in the faculty of Yale university, retires at the end of this year. His work has had a large share in bringing the Sheffield school to its present leading

rank among the scientific schools of the country.

Francis Lynde Stetson, of New York, has given \$25,000 to Williams college for the rebuilding of Griffin hall. The plans call for the renovation of the building and fitting it into at least six large recitation rooms.

The high school authorities at Scituate, Mass., are opposed to Kipling's poem, "Gunga Din." A pupil selected the piece as his recitation at the graduating exercises of the school. The committee declared that some of the words and thoughts expressed in the poem were unfit for the ears of high school pupils.



Primitive Mexican Figures.

Lately acquired by Peabody Museum of Harvard University.  
[See article on Boston Museums in this number.]

# 1888 EDUCATIONAL FOUNDATIONS 1904

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## Recent Deaths.

SALEM, MASS.—Mr. Owen Burnham Stone, principal of the Saltonstall school, died on May 30, after a brief illness. His funeral, on June 1, was attended by the pupils of the school and the school board in a body, and many marks of esteem and respect were shown.

Miss Elizabeth P. Knight, for twenty-one years an assistant in the high school died on May 30, after an illness of only one week. She was a native of Salem, was born in 1859, and was the daughter of Edward H. Knight.

MILTON, MASS.—Prof. J. P. Lesley died here on June 1, aged eighty-four years. He was a native of Philadelphia and was graduated from the University of Pennsylvania in 1838. Professor Lesley began his professional life in the field of theology, graduating from the seminary at Princeton, studying then at Halle, and afterwards becoming pastor of the Congregational church in Milton. But his views underwent a change, and he removed to Philadelphia, where from 1855 to 1859 he was secretary of the American Iron Association. Then he became professor of geology and mining in the University of Pennsylvania, and from 1872 to 1879, he was dean of the faculty of science.

Professor Lesley long had been considered a chief authority in the United States on all matters connected with the coal formation of North America, and his examinations of coal, oil, and iron fields in this country and Canada have been extensive and valuable. On the establishment of the complete geological resurvey of Pennsylvania he was made chief geologist in charge of the work. His official duties in this capacity involved the publication of more than seventy volumes of reports of the undertaking.

Sidney P. York died at Vineland, N. J., on June 6. He founded Fairfax col-

lege in Winchester, Virginia. In 1869 he began his life work of teaching in the Vineland schools, and he continued until 1878 when he became superintendent of schools.

County Superintendent Hartel, of Belleville, Ill., was shot and killed by a negro school teacher on June 6. Superintendent Hartel had just conducted an examination for teachers' licenses. The negro failed to pass and the superintendent refused to issue to him a certificate to teach. The negro was arrested immediately after the shooting. He was taken from jail by a mob, and one of the most brutal lynchings on record followed.

## Literary Notes.

The *Evening Scimitar* of Memphis, Tenn., has issued a special "House Warming Edition," in honor of its occupation of new quarters. The edition is plentifully illustrated, and tells of everything of any possible interest to any one concerned about Memphis. It is a good advertisement for a town to have a paper that can produce so creditable a production. It would be creditable to any paper in the country.

Ginn & Company are issuing a reading book for children, designed to instruct in scientific matters, astronomy, physics, heat, light, sound, electricity, magnetism, chemistry, physiography, and meteorology. It has been written by Edward S. Holden, librarian of the United States Military academy at West Point, who has chosen the conversational method in exposition.

Some particularly readable out-of-door articles are to be found in the fourteenth annual illustrated Recreation number of the *Outlook*. Among these may be noted the article about John Muir, the nature-lover, writer and scientist who accompanied President Roosevelt in his Yosemite trip. William J. Long contributes an article called "Wild Animals at Home," which contains some thrilling



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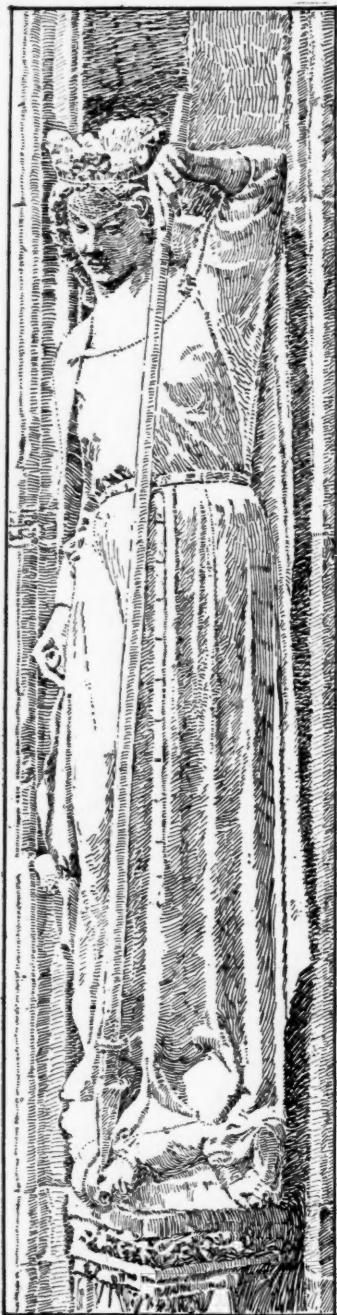
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and strange observations of animal life. There are three illustrated articles which won the prizes offered by *The Outlook* for the best accounts of vacation experiences. There is an article by Stewart Edward White in the series called "The



Allegorical Figure of Virtue, from Strassburg Cathedral.  
One of the latest accessions to the Harvard Germanic Museum.

Forest." There are in addition, out-of-door poems, sketches, fiction, and the usual excellent editorial record and interpretation of current history.

Opening with an article on the art of the late Giovanni Costa, giving an ac-

count of the great Italian artist's work, the *International Studio* for June continues with a discussion of the architectural designs and exhibits of the Arts and Crafts exhibition. This is followed by an article on Jacob C. Le Blon, a German color printer who lived in the 17th century. There is an article on the work of Mr. and Mrs. J. Young Hunter, and a beautifully illustrated monograph on some experiments in embroidery. The number is particularly rich in full-page color plates.

The June number of the *International Quarterly* well continues its traditions. The purpose of this review gives it a unique place in general periodical literature. Its aim seems to be to present the works of both American and Continental scholars, who by the sincerity and force of their expression and by the maturity of their thought will command attention. Many of the articles of this review are of international interest and all are of a scope and significance which makes them deserving of the most careful consideration. A notable essay in this number is that by Franklin H. Giddings, professor of sociology at Columbia university, on "The American People." Two other leading articles are "Professor Herman Grimm," by the Baroness von Heyking, and "The Goncourts," by the late Leon Marillier. There are contributions also from Edouard Rod, the eminent French critic, and Wilhelm Ostwald, the distinguished German scientist and philosopher.

#### A New Summer Town.

NAOMI PINES, PA., June 1.—This new summer town, situated on the highest plateau of the Pocono mountains, 2,000 feet above sea level, and overlooking a lake three miles long and encircled by forests will be opened for the season on June 15.

The Pocono Pines Assembly and Summer Schools which control the resort, have erected the Assembly Inn, a four-story structure, in addition to an Auditorium, which will seat 1,200 and a building containing a lecture hall and several class-rooms. The Naomi Pines House and nearby boarding-houses are being renovated and made ready for a long and busy season.

The president of the assembly, Rev. Dr. Rufus W. Miller, has arranged an elaborate program of Chautauquan gatherings, religious conventions, and literary and scientific entertainments. The Chautauquan gatherings, or summer schools, will be conducted by the chancellor, Prof. M. G. Brumbaugh, of the University of Pennsylvania.

The summer schools will open on July 27, and continue until, and including August 15. There will be classes from 9 A. M. to noon every day, excepting Sunday, in nature study, pedagogy, history, and civil government, mathematics, English literature, drawing and painting, elocution, and physical culture, elementary psychology, music, modern languages and kindergarten work.

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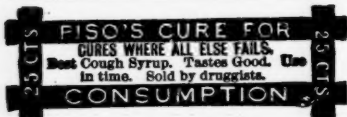
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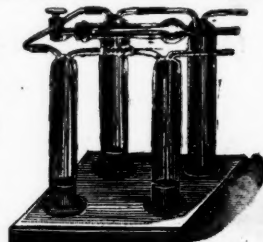
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